DOCUMENT RESUME

ED 198 045 SO 013 118

TITLE Knowledge Interpretation Program for Citizenship Education: Dissemination Phase: Final Report.
INSTITUTION Research for Better Schools, Inc., Philadelphia, Pa.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE 31 Jul 80
CONTRACT 400-78-0058
NOTE 131p.; Not available from EDRS in paper copy due to poor reproducibility of original document.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Citizenship Education; Community Role; Conferences; Elementary Secondary Education; Evaluation Criteria; Guides; Higher Education; *Information Dissemination; *Methods; Parent Role; Periodicals

ABSTRACT

This final report describes the activities, methodology, and outcomes of the dissemination phase of the Knowledge Interpretation Program for Citizenship Education of Research for Better Schools, Inc. (RBS). The report also outlines a number of issues associated with the planning and conduct of the RBS Program and addresses these issues from RBS' perspective. It is hoped that future efforts in this area will benefit from RBS' experiences. The goal of the project was to make practitioners and policy makers aware of the importance of citizenship education. The first part of the report, dealing with dissemination activities, procedures, and outcomes, is sequenced according to the four quarters in the Dissemination Phase timeline. Within this sequence, the discussion is organized according to the five categories of program activities: product development, conferences, journal submission, cost-free distribution, and miscellaneous. Two guides were developed--"Words Into Action: A Classroom Guide To Children's Citizenship Education" and "Words Into Action: A Home and Community Guide to Children's Citizenship Education." Articles were submitted to various journals. Three "Blueprints for Citizens: Words Into Action" conference were held in Philadelphia, Pennsylvania, St. Louis, Missouri, and Phoenix, Arizona. The section of the report examines seven issues of time frame (there could have been more time allowed); advisory panel (well worth the money spent on it); publicity and awareness techniques (conferences are very effective ways to raise awareness); printing (difficulties encountered here); indicators of impact (a more formal assessment is needed); funder's role (funder has a great deal of influence on the project's outcomes); and overall impact (goals of project were met). The appendices, which comprise over half of the report, contain many documents including a sample conference program, evaluations from the conferences, and promotional brochure for the two guides produced. (Author/RM)

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KNOWLEDGE INTERPRETATION PROGRAM FOR CITIZENSHIP EDUCATION: DISSEMINATION PHASE: FINAL REPORT

SO 013 118

Submitted to

National Institute of Education

by

Development Division
Research for Better Schools, Inc.
444 North Third Street
Philadelphia, Pennsylvania 19123

July 31, 1980

KNOWLEDGE INTERPRETATION PROGRAM FOR CITIZENSHIP EDUCATION:
DISSEMINATION PHASE: FINAL REPORT

This summary report has two purposes. The first is to describe the activities, methodology and outcomes of the dissemination phase of the Knowledge Interpretation Program for Citizenship Education of Research for Better Schools, Inc. (RBS), (Contract No. 400-78-0058) which lasted from August 1, 1979 through July 31, 1980. The second purpose is to outline a number of issues associated with the planning and conduct of RBS' Knowledge Interpretation Program for Citizenship Education and to address these issues from RBS' perspective. It is hoped that future efforts in this area will benefit from RBS' experiences.

Dissemination Activities, Procedures and Outcomes

This section of the final report is sequenced according to the quarters in the Dissemination Phase timeline. Within this sequence, discussion is organized according to the five categories of program activities: product development, conference, journal submission, cost-free distribution, and miscellaneous.

First Quarter: August 1, 1979-October 31, 1979

Program activities in the first quarter were conducted in all categories (see above). But the major focus during this quarter was on product development and conference planning.

Product development. Product development activities in the dissemination phase were essentially carry-overs from the previous phase (see Final Report, 7/31/79). In the first quarter, these activities were devoted to finalizing the two Words Into Action guides and insuring that the mechanicals

were camera ready. Text was proofed, corrected and submitted to NIE for final review as were the cover designs. While awaiting NIE recommendations, arrangements were made with the printers and binders. Final revisions in copy, pagination, leading, color separation, and typography were completed and the guides were readied for delivery to the printer.

Conference planning. Conference activities were initiated in the first quarter according to the conference process schedule submitted to the NIE on February 28, 1980 (Appendix A). These activities centered on developing a conference design which met the following criteria:

- emphasis on participant interaction
- inclusion of local issues of citizenship education
- communication of research and theoretical information
- inclusion of practical suggestions and/or models for citizenship education
- presentation of various perspectives

Staff researched alternative conference designs, consulted with internal and external advisors, and experimented with various activities before deciding upon a design which combined lecture/presentation, small group discussion, and panel discussion activities. Process objectives and key questions were added to the design to serve as guidelines for participants engaged in each set of activities (Appendix B).

Also, during this quarter, staff investigated conference sites, dates of availability, potential speakers, and travel costs and arrangements for the three targeted cities: Philadelphia, PA, St. Louis, MO, and

Phoenix, AZ. Lastly, strategies for promotion of the conferences were determined. These strategies focused on:

- direct-mail promotion (utilizing internal and external citizen education mailing lists)
- brief promotional announcements submitted to relevant journals and newsletters
- joint promotional endeavors with universities, as well as with intermediate and regional service agencies, and state departments of education

The United States was divided into three regions -- related geographically to the three conference cities -- for purposes of conference promotion activities (Appendix C).

Journal submission. Journal submissions activities in this quarter consisted, for the most part, of the development of a set of journal profiles. Staff reviewed over 50 relevant educational and non-educational journals to determine their audience (size, level of expertise, and composition), the range of their topic interests, and their manuscript review guidelines. These profiles were to guide subsequent journal selection and manuscript preparation. Two manuscripts were begun in this quarter.

Cost-free distribution. Cost-free distribution activities during the first quarter focused on determining generic categories of key linkers and capacity builders; pinpointing them by region (see above) and state; and selecting specific individuals within these categories to receive

cost-free guides. Toward this goal, staff reviewed relevant internal and external citizen education mailing lists, as well as lists of social service and information dissemination agencies.

Miscellaneous. Miscellaneous activities consisted of planning and making presentations at conferences sponsored by professional organizations; developing additional promotion strategies; and seeking further funding.

During the first quarter, staff developed a series of conference presentations utilizing various activites intended for the upcoming project conferences and designed to pilot the effectiveness of these activities. One of these presentations was made for 35 participants at the Middle Atlantic Regional Conference for the Social Studies (October 19-21, 1979). Lecture, small group, and panel activities were piloted at this presentation (Appendix D).

Also during the first quarter, staff developed a Words Into Action promotional brochure to be included in all RBS Citizen Education mailings (Appendix E) and a series of brief promotional announcements to be sent to practitioner-oriented newsletters and bulletins.

Finally, staff began investigating the feasibility of seeking additional cost-recovery funding. Likely sources for such funding were proposed while copyright and other issues associated with such funding were identified. Initial contacts were arranged with the American Bar Association and RBS' Publications Division.

Second Quarter: November 1, 1979-January 31, 1980

Although staff expected to close out product development activities during this quarter, a number of printing problems (see below) caused extension of the product development timeline. Activities in the other categories, however, proceeded according to schedule.

Product development. Product development activities were not completed in this quarter even though all revisions had been completed by RBS in early-November. There were two reasons for this delay. First, RBS' work was given a very low priority by the printer who elected to delay printing the guides until after Christmas (see letter sent to Project Monitor, November 20, 1979, for more detailed explanation). Second, when the guides were received in early-January, a number of very obvious printing errors made them unacceptable. (The project monitor was sent copies of rejected guides on 1/11/80.) Therefore, the guides were returned for reprinting and a new production schedule had to be negotiated with the printer.

Conference planning. Conference planning activities moved closer to implementation during the second quarter. Still following the steps in the process schedule (Appendix A), staff selected sites and dates and finalized facilities' arrangements for all three project conferences:

- Benjamin Franklin Hotel in Philadelphia, PA, March 25, 1980
- Chase-Park Plaza Hotel in St. Louis, MO, April 23, 1980
- Del Webb's Townehouse in Phoenix, AZ, May 8, 1980

Staff also contracted speakers for the Philadelphia and St. Louis conferences. The speakers, chosen because they represented differing perspectives

on citizenship education, were Jean D. Grambs, William Hall, and Patricia Glass for Philadelphia, and Geneva Gay, Michael A. Radz, and Harriet D. Willis for St. Louis. Based on assessments gained through additional pilot tests at conferences sponsored by professional organizations (see below), staff finalized the activities and agendas for the Philadelphia conference (Appendix F). At this time, the Philadelphia conference was viewed as a field-test model. That is, it was expected that activities, schedules, agendas, materials, and objectives developed for Philadelphia would be modified and adapted for St. Louis and Phoenix, but there was no expectation of major conference design changes.

Over 700 promotion packets for the Philadelphia conference were mailed to individuals associated with educational, community service, and parent involvement organizations in the twenty-five states earmarked for this conference (Appendix C). In addition, special direct mail and telephone contacts were made to inform intermediate service personnel in Pennsylvania, New Jersey, New York, and Maryland and state department personnel in Delaware. RBS extended these individuals a special invitation to attend the conference and asked them to lend their assistance in promoting it. Lastly, a system was established to process conference registrations as they were received (Appendix G).

The early stages of conference promotion for St. Louis and Phoenix were initiated in the second quarter. Contacts were made to gain the cooperation of relevant organizations in those two cities -- CEMREL in St. Louis and the Arizona State Department of Education in Phoenix. Staff from these two agencies agreed to assist RBS in the following

promotional activities:

- compiling mailing lists
- identifying key individuals
- publicizing the conferences in newsletters
- providing personal on-site assistance

Journal submissions. Journal submissions activities during the second quarter consisted mainly of refining and rewriting manuscripts, developing new manuscripts, and contacting the editors of various journals as appropriate.

Cost-free distribution. cost-free distribution activities focused on the development of the following distribution schedule:

1. Distribute guides at conferences to participants and their associates (300 guides - 100/conference) March, April, May
2. Distribute guides to regional requestors two weeks after conference (600 guides - 200/region) March, April, May
3. Distribute guides to individuals who contributed activities to them (100 guides) April, May
4. Distribute guides requested by persons attending RBS' presentations at professional organizations' conferences (100 guides) April, May
5. Distribute remainder of guides to key linkers (900 guides) May, June, July.

In addition, staff began investigating options for identifying and selecting the key linkers referred to in Step 5 (above). Major considerations in this investigation included: cost-effectiveness; capacity of

individual to actually serve as a link to users (versus providing guides to users directly); and level of the link which individual represented (that is, how far removed is the linker from the practitioner).

Miscellaneous. Miscellaneous activities focused on conference presentations. Staff made presentations for 10 people at the Concerned Leaders in Educational Administration and Research Conference (November 11-13, 1979) and for 35 people at the National Council for the Social Studies conference (November 21-24, 1979). As noted above, project conference activities were piloted at these two conferences (Appendix D). In addition, staff sent promotional descriptions of the conferences and guides to practitioner-oriented newsletters and bulletins in the region of the Philadelphia conference. These descriptions began appearing during this quarter (Appendix H).

Third Quarter: February 1, 1980-April 30, 1980

During the third quarter, product development was completed and conference activities shifted from planning to implementation (and, in some cases, revision). At the same time, journal submission and cost-free distribution activities intensified.

Product development. Product development activities culminated when error-free, reprinted versions of the Words Into Action guides were delivered by the printer and accepted by RBS.

Conference planning. Conference activities moved from planning to implementation as two Blueprints for Citizens: Words Into Action conferences were held in Philadelphia and St. Louis. Sixty-eight participants

attended the Philadelphia conference (March 25, 1980) and 32 attended the St. Louis conference (April 23, 1980).

Conference activities, agendas, schedules, and materials were assessed and summarized following the Philadelphia experience and portions were revised to increase their effectiveness for the St. Louis conference (Appendix I). Likewise, aspects of the promotion model followed for the Philadelphia conference were revised for St. Louis to account for the following:

- the necessity to deal "long distance"
- a smaller region (11 vs. 25 states)
- a greater need to rely on other agencies such as CEMREL and state departments of education for promotional assistance and guidance
- a greatly reduced number of personal contacts in the region
- the approach of the end of the school year and the associated reduction of available funds for conferences

Similar considerations held for the promotion and implementation of the Phoenix conference; so staff continued to view all conference activities -- including promotion -- as being flexible and modifiable on short notice. Nonetheless, Phoenix conference planning proceeded according to the process schedule as speakers were contracted (Carlos E. Cortes, Daniel Safran, and Carolyn Warner), promotion packets were mailed (approximately 400) and assistance was enlisted from the Arizona Department of Education.

Journal submissions. Journal submissions activities in the third quarter focused on the revision and submission of a manuscript to Educational Leadership. The article, Reviving Student Participation for the 1980s was accepted and will appear in a special citizenship education issue (October, 1980). Another manuscript, describing an active approach to citizenship education, was developed in this quarter and sent for in-house review. In addition, Practical Applications of Research -- a Phi Delta Kappa publication -- expressed interest in receiving a manuscript dealing with research applications in citizenship education.

Cost-free distribution. Cost-free distribution activities during this quarter consisted of initial distribution and continued refinement of distribution strategies and lists. Approximately 175 guides were distributed as a result of conference activities in Philadelphia and St. Louis. An additional 350-400 guides were distributed to regional capacity builders and practitioners in the 25-state Philadelphia conference region.

Miscellaneous. Miscellaneous activities in the third quarter focused more intensely on expanding promotion and distribution strategies and on seeking additional cost-recovery funds. Staff made a Words Into Action presentation at the annual Northeast Regional Conference for the Social Studies for 17 people. After this presentation, RBS was approached by a representative of Prentice-Hall publishers. The representative expressed interest in investigating different ways to use the guides for program planning, as well as pre-service or in-service teacher education. A number of university and local school district representatives expressed similar interests (Appendix J).

Fourth Quarter: May 1, 1980-July 31, 1980

In the last quarter, there were no product development activities. Conference activities were completed during the first two months of this quarter as were additional journal submissions activities. Cost-free distribution activities carried on until the end of the quarter.

Conference planning. Conference activities consisted of summarizing the St. Louis conference evaluations (Appendix K), conducting the final Blueprints for Citizens: Words Into Action conference in Phoenix, AZ (May 8, 1980), and summarizing the evaluations from this conference. Thirty participants attended this final conference. The conference itself had undergone very few changes; but the promotional strategy was considerably altered. Because of the great distance, RBS relied extremely heavily on the Arizona State Department of Education to publicize and promote the conference and to recommend potential participants. As a result, the Arizona conference was attended almost exclusively by high-level state educators -- for example, district superintendents, members of the state board of education, and state guidance coordinators. There were few classroom teachers and no community group representatives at this conference. This was in contrast to both St. Louis and Philadelphia where there were large numbers of classroom teachers and quite a few community representatives.

Journal submissions. Journal submissions activities continued during this quarter. A manuscript, "The Active Approach: A Blueprint for Citizenship Education in the 1980s," was written reviewed, revised and

submitted to The Clearing House. It is currently being reviewed by the staff of that journal. RBS plans to continue submitting manuscripts dealing with knowledge utilization in citizenship education to journals beyond the end of the contract.

Cost-free distribution. Cost-free distribution activities also continued during the final quarter. Guides were distributed to capacity builders in all states including curriculum supervisors, guidance coordinators, school improvement specialists, intermediate service unit linkers, community group leaders, and home/school coordinators. In addition, because of increased publicity (see below), RBS is receiving approximately 20 requests each week for the guides from individuals at all levels in the educational hierarchy. RBS is adding the names and affiliations of all 2,000 recipients to its "human resources in citizenship education" file.

Miscellaneous. Miscellaneous activities in the final quarter were, for the most part, promotional activities. Several independent agencies and newsletters expressed interest in publishing information about the Words Into Action guides (Appendix M). Promotional information about the guides appeared in News Exchange (Spring, 1980, 22[3]), the newsletter of the Association for Supervision and Curriculum Development (ASCD). This promotion resulted in an increased number of requests for the two guides. RBS anticipates even more requests as additional newsletter announcements appear and are seen by others with an interest in citizenship education.

Although it is expected that all available Words Into Action guides

will be disseminated by the end of the contract, RBS staff will continue to seek additional cost-recovery funds for further editions. Several agencies are still interested in some kind of cooperative arrangement and negotiations with these groups are being conducted through RBS' Office of Public Information.

Issues of Development and Dissemination

This section of the final report is organized around seven issues which span the entire 21 month time frame of this Knowledge Interpretation Program. Relevant to both the development and dissemination phases, five of these issues were identified by NIE and two were identified by RBS. These issues relate to the time frame of the project, the project's advisory panel, publicity/awareness techniques for products and for the project, printing, indicators of project and product impact, the funder's role, and overall project impact.

Time Frame

NIE has raised a question about the adequacy of the development and dissemination time frame. The 21 month time frame was both adequate and inadequate for the tasks required. Development activities -- e.g., literature review, advisory panel meetings, literature synthesis -- were completed well within that period of time. Likewise, most of the dissemination activities were completed within the time span allotted. The project, however required a one month extension and there was a delay in delivering the products. RBS feels that both the extension and the delay could have been avoided by allowing one year for product development

activities and one year for dissemination activities. RBS bases this recommendation on the following experiences:

- production was delayed approximately two months because of printing schedule conflicts and printing errors.
- production was delayed one month because the review, revision, and validation processes took an additional month.

So far, RBS has no indications that a contract extension of 3 months would in any way affect the timeliness of the information or the interest in the topic. Judging from current practitioner-oriented writings in citizenship education, five-year-old information is still considered timely. And some information in this field is considered timeless. Likewise, RBS can see no great effect on budget that a 3 month extension might cause.

Advisory Panel

For this project, the advisory panel was well worth the money spent on it. RBS' Advisory Panel helped staff make sense of all the competing approaches to citizenship education and focused on a comprehensive approach that centered on outcomes -- the significant influences approach. In addition, certain advisors continued to contribute to the project as reviewers and, later, as guest speakers. RBS feels that in this project, the advisors helped add legitimacy, perspective, and quality to the overall effort.

Publicity and Awareness Techniques

RBS' main dissemination strategy revolved around conducting three conferences in three very different regions of the United States. RBS

reasoned that such a strategy would be an excellent means of promoting the two guides, of raising practitioners' awareness of research and theory in citizenship education, and of inducing policy makers to include citizenship education in their planning efforts. As originally conceived, the schedule for holding these conferences was designed to make the conferences fit into both the rhythm of the school year and the rhythm of the school planning year. Specifically, they were to be held in March and April: a time typically set aside by practitioners for conference activities; and a time close enough to summer planning activities to help insure that information gained at RBS' conference would play a role in those activities. Unfortunately, two factors undermined this scheduling strategy. One, a delay in dissemination phase start up pushed the targeted conference dates back. This delay will be discussed later on. The other involved arranging for conference facilities with hotels.

Spring, particularly the months of March and April, are very popular conference and convention months for both educational and non-educational groups. Because of this, RBS had difficulty securing suitable conference facilities at the desired times in all three cities. The hotels were booked with other events, so the conferences had to be scheduled at the hotel's convenience. In St. Louis and Phoenix, this fact (coupled with the late start up) caused the conferences to be held at very bad times vis à vis participant attendance, late April and early May. In these two cities, the conferences were too far past the conferencing season and too close to the end of the school year. Many potential participants reported that they would have liked to attend but that they already spent

money allotted to them for conferences or that they were too busy with end-of-school duties. Both of these conferences, in RBS' opinion, were poorly attended.

RBS believes that conferences are a valuable and effective way to publicize knowledge interpretation projects and products. Moreover, conferences are effective ways to raise practitioner awareness of a topic and the research an theory related to that topic. Also, conferences act as excellent catalysts that encourage practitioners to utilize research and theory. RBS believes, however, that the scheduling and promotion of conferences are crucial to their success. In general, conferences scheduled early March to early April are well-synchronized with the rhythm of the school year and are, therefore, more likely to be well-attended and produce more of an impact on the planning activities of participants and those they represent. Conference promotion is most effective when conducted in as personalized a way as possible. Direct personal or telephone contact works best while direct mail contact is preferable to impersonal newsletter announcements. Lastly, future projects should be aware that even under the best circumstances, there is about a one to twelve positive response rate for direct personal, telephone, or mail contacts, so one can expect about 100 participants for every 1,200 contacted.

Printing

Almost from the start, RBS encountered difficulties in securing suitable printing arrangements. Most printers prefer to deal in volume (i.e., 100,000 pieces or more). Because of this, many reliable printers in RBS' region either refused this job or priced it too high for RBS'

parameters. As a result, the job was given to a printer whose reliability and quality control were somewhat unknown qualities. Two problems with this printer caused the product to be late. As noted earlier, the product review, validation, and revision processes took a month longer than anticipated and caused a one month extension of the development time line. This resulted in a delay in the start up of the second phase of the project. Because of this, RBS delivered the product mechanicals to the printer in mid-November, a time when they were extremely busy with Christmas work. The RBS job was postponed by the printer for larger and more important jobs until after Christmas. When finally printed and delivered, the products were judged unacceptable by RBS due to a number of obvious printing errors. The products were returned, reprinted, redelivered, accepted by RBS, and sent to the NIE five months later than anticipated. RBS, it should be noted, was extremely satisfied with the final product and was only dissatisfied with the service and the delay.

RBS has no specific recommendations for eliminating these problems. Past experiences suggest that future projects might encounter similar or worse difficulties if they went to the Government Printing Office for printing services. In addition, it seems likely that short of increasing the volume or allotting more money for printing, future projects will be unable to use the most efficient, reliable printers. Future projects and the NIE, however, can be sensitive to the rhythm of the printers' year and account for that rhythm when setting delivery schedules.

As for the other issue raised by NIE under the rubric of printing, at this point RBS is uncertain about the availability of the Words Into

Action guides beyond the project period. RBS has continually indicated to NIE that there is great interest in knowledge interpretation products among practitioners in citizenship education. The amount of practitioner interest in the Words Into Action guides tends to confirm this and, based on projections of the present volume of requests, RBS believes that the demands for these guides will exceed the supply. This is why RBS has made the acquisition of additional funds for printing one of its miscellaneous dissemination activities and why staff have so actively sought those funds. Although a number of other agencies have expressed interest in the guides, nothing concrete has happened as of yet in this regard. So unfortunately, it appears that the products of this project will be available only as microfiche or photocopies beyond the project period. RBS recommends that NIE establish a cost-recovery account for future projects to draw on in the event that the demand for their products exceeds the supply. Or the NIE should lend assistance to future projects in securing cost-recovery funds for producing additional products beyond the project period.

Indicators of Impact

One of NIE's goals in funding this knowledge interpretation project as stated in the request for proposal (5/12/78) was to communicate or deliver current knowledge about citizenship education to relevant audiences. NIE, however, did not indicate in the RFP or subsequent exchanges with RBS that assessment of the project's impact/ripple effect on these audiences was expected. In fact, this subject only surfaced in the last week of the third quarter when the project monitor asked the project director if any

evidence of impact on students had been collected. Had RBS realized that these kinds of impact assessment activities were as important as they seem to have become, it would have included them in the workscope and conducted them in a systematic fashion. As noted in the third quarter report (4/30/80), RBS is willing to conduct a systematic assessment of the impact of this project's products and processes if the NIE is willing to provide additional funds for that assessment. Until a more formal assessment of the effects can be conducted, RBS can only provide informal evidence that the project is having a positive impact on both the audience initially earmarked and other educational practitioners. This evidence includes:

- a number of requests for the Words Into Action guides which indicate the requestors' intentions to use the guides in their work (see Appendix J);
- a number of requests from other organizations concerned with citizenship education which indicate the organizations' intentions to list the guides as relevant, worthwhile resources for citizenship education (see Appendix M);
- the overall positive evaluations from those participating in the three Blueprints for Citizens conferences (see Appendices I, K, and L);
- the interest generated by the presentations at conferences sponsored by professional organizations;

- the interest expressed by various public and private educational agencies in exploring the possibility of using the Words Into Action guides in pre-service or in-service teacher education;
- the volume of requests for the two guides and the likelihood that the requests will far exceed the supply.

Funder's Role

In working with a variety of funding agencies, RBS has come to recognize that the role the funder plays in the conduct of a project often has a great deal of influence on that project's outcomes. In the case of this project, the funder's role was -- for the most part -- benign. The funder, and the monitor representing the funder, tended to stay in the background and let RBS staff conduct the project according to that staff's best judgments. At several points, the funder and the monitor played a supportive, assisting role which enabled RBS staff to produce a better, more effective product; for example, facilitating a no-cost extension of the development phase and allowing for tardiness in the delivery of the final products.

There was one point, on the other hand, where in RBS' opinion, the funder's expectations contributed to delays and wasted energies: the validation plan deliverable called for in Month 6 of Phase 1. RBS expended time, money, and energy developing this plan. To RBS' knowledge, this plan was never used. In fact, it does not seem that the validation plans submitted by any of the projects funded under this contract were

used. Perhaps the time could have been better spent developing a plan for impact assessment -- an assessment that seems to be very important to the NIE.

For the future, RBS suggests that NIE should make its expectations and priorities clearer to grantees and potential grantees. That is, for example, if evidence of project impact is important, that importance should be made explicit in both the RFP and the required deliverables. If, on the other hand, a validation plan is unimportant, it should not be highlighted so dramatically.

Overall Impact

RBS believes that its Knowledge Interpretation Project has already made an impact in the field of citizenship education. The interest in and enthusiastic reviews of the two Words Into Action guides support this confidence as do the positive reactions to the three Blueprints for Citizens conferences. RBS feels that as practitioners digest the information gained from the guides and conferences, as they begin working with some of the recommendations and practices, this impact will reach students.

From the start, RBS contended that the goals of their knowledge interpretation activities in citizenship education went beyond production of specific products or provision of information about specific R&D outcomes. There was a broader thrust to RBS' efforts: to make practitioners and policy makers aware of the importance of citizenship education; to encourage them to look at citizenship education more broadly; and to help them realize that citizenship education can be both practical and grounded in research. As noted above, there is some indication that

these larger goals are being met. Unfortunately, it is very unlikely that the impact associated with these broader goals will ever be measured as it is likely to manifest itself in subtle attitudinal changes that lead to subtle changes in behavior and policy. These changes will probably not become apparent for some time. When they do, RBS believes that the products and processes of its Knowledge Interpretation Project for Citizenship Education have contributed positively to them.

APPENDIX A: PROCESS SCHEDULE FROM DISSEMINATION PROPOSAL

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PROTOTYPE PROCESS SCHEDULE RBS-SPONSORED CONFERENCES

Step 1

1. Suggest program and meet with RBS Staff to plan strategies.
2. Organize and utilize advisory panel.
3. Determine needs of program.
4. Interview potential participants.
5. Review available participants' lists and seek additional ones from panel members and other suggested sources.
6. Review previous conference critiques.
7. Review competitive programs.
8. Send long-range announcement to proper sources, (e.g., yearly listing in Chronicle of Higher Education).
9. Write to previous participants of other RBS Conferences.
10. Review and place orders for participant lists which are to be purchased.

Step 2

1. Draft theme and title of conference.
2. Design activities and time schedule.
3. Determine exact locations and sites.
4. Prepare lists of potential speakers and potential target audiences.
5. Establish budget.
6. Select moderator for conferences.
7. Check dates for conflicting programs in area.
8. Determine key groups for promotion.
9. Send out first press releases.

Step 3

1. Begin first promotion of conference.
2. Make arrangements for guest speakers.
3. Develop and design brochure.
4. Make site reservations.

Step 4

1. Pilot test conference activities as appropriate.
2. Write specific copy for brochure and get prices for printing.
3. Send a detailed press release for conference with names, dates and places.
4. Proof and print brochure and prepare for mailing.
5. Mail brochure.

Step 5

1. Prepare and order any workbook materials which will be needed for conference.

Step 6

1. Prepare and send more press releases.
2. Determine time table for speakers.
3. Call or write to speakers to inform them of details and/or changes.
4. Select information for packets and order what is necessary.
5. Keep close watch on registration and be sure there is enough interest in event -- if not it may be necessary for staff to contact key local leaders by phone to personally promote conference.

Step 7

1. Send 2nd brochure.
2. Brief on-site personnel.

3. Write or speak with speakers to update and finalize plans.

4. Reconfirm arrangements with facilities.

Step 8

1. Send letter of welcome to all of those registered.

2. Make a final check with hotel and go over facilities.

3. Make final check with speakers either by phone or letter.

4. Conduct conference.

A PROTOTYPE CONFERENCE PLANNING CALENDAR

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Conference Date Step 8
July 1979	August 1979	September 1979	October 1979	November 1979	December 1979	January 1980	February 1980
August 1979	September 1979	October 1979	November 1979	December 1979	January 1980	February 1980	March 1980
September 1979	October 1979	November 1979	December 1979	January 1980	February 1980	March 1980	April 1980

A-4

APPENDIX B: SAMPLE CONFERENCE PROGRAM OUTLINING ACTIVITIES, PROCESS OBJECTIVES, AND KEY QUESTIONS

The National Institute of Education
and
Research for Better Schools, Inc.

Present

BLUEPRINTS FOR CITIZENS: WORDS INTO ACTION

A one-day conference for educators, parents, children, and community members who want to know more about citizenship education in school and beyond.

Thursday, May 8, 1980
Del Webb's Towne House
100 West Clarendon Avenue
Phoenix, Arizona 85013

8:30 a.m. **Registration and Coffee**

9:00 a.m. **General Session**

Who Prepares Children for Citizenship?

CAROLYN WARNER
Superintendent of Public Instruction
State of Arizona

CARLOS E. CORTÉS, Chairman
Chicano Studies
University of California

DANIEL SAFRAN, Director
Center for the Study of
Parent Involvement

11:00 a.m. **Discussion Groups**

Who Should Prepare Children for Citizenship?

A chance for participants to explore possibilities and share perspectives on the issues raised in the general session.

Noon **Luncheon**

1:30 p.m. **Discussion Groups**

Can We Help Prepare Children for Citizenship?

A chance for participants to determine vital issues and recommend practical strategies.

3:00 p.m. **General Session**

How Can We Prepare Children for Citizenship?

A panel discussion and question and answer session for speakers and participants. A chance to suggest ways to put words into action.

4:30 p.m. **Reception**

NOTE: There is a $15.00 conference fee, payable in advance, for lunch and refreshments. Make checks payable to:

Research for Better Schools, Inc.
444 North Third Street
Philadelphia, PA 19123

Space is limited; therefore it is requested that conference registration be received no later than April 28, 1980.

Clip Here

REGISTRATION for **Blueprints for Citizens: Words Into Action**

Phoenix Conference—May 8, 1980

Name: _____ Affiliation (if applicable): _____

Address: _____ Telephone: _____

_____ Position/Community Role _____

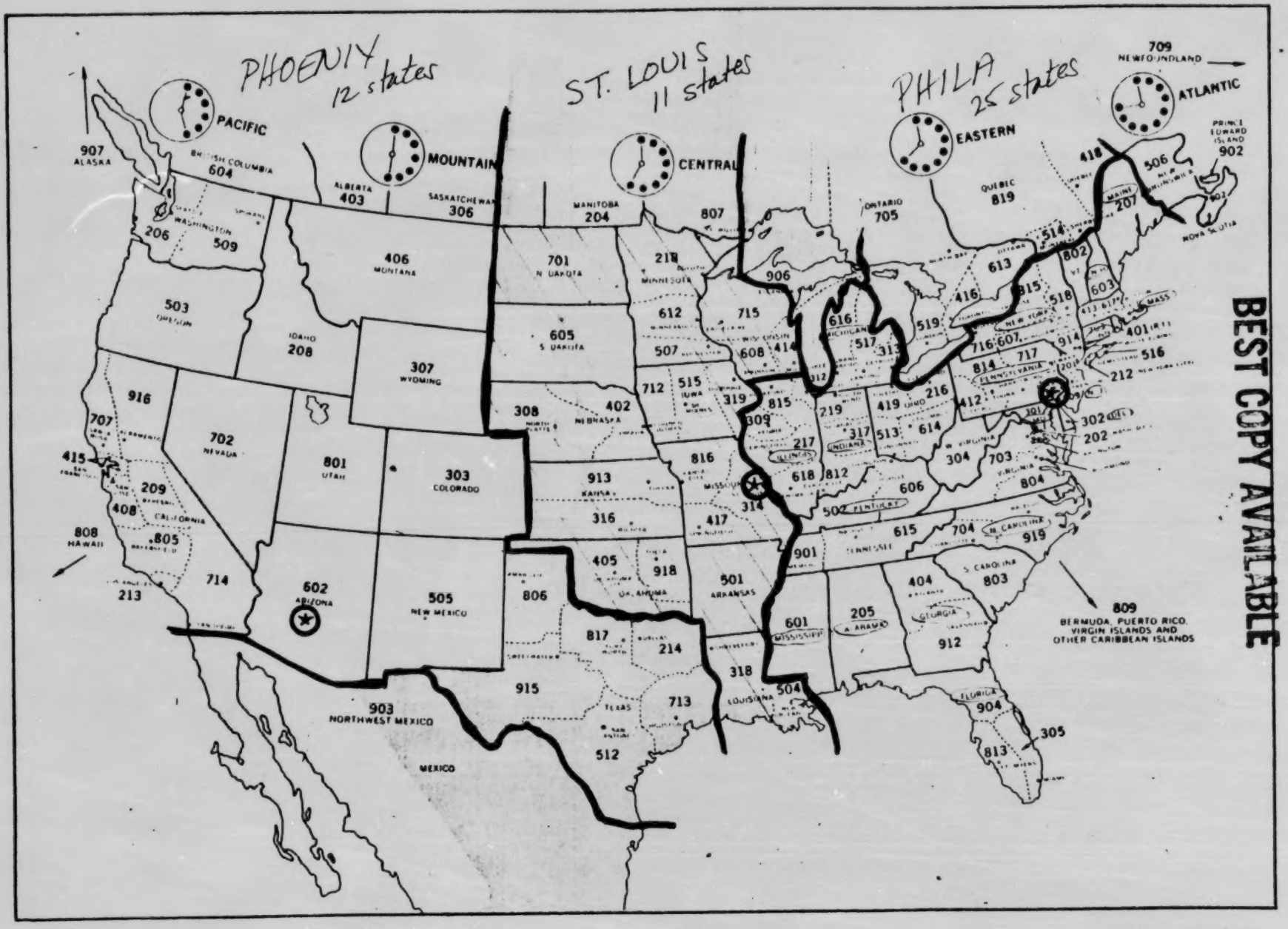
Number of Registrations _____ @ $15.00 each. Total enclosed _____

Names of registrants (other than above) _____

Make checks payable to Research for Better Schools, Inc.

Mail with registration form to: Knowledge Interpretation Project for Citizenship Education
Research for Better Schools, Inc.
444 North Third Street
Philadelphia, Pennsylvania 19123

APPENDIX C: U.S. MAP INDICATING GEOGRAPHIC REGIONS FOR CONFERENCE-RELATED PROMOTIONS


PHOENIX
12 states
ST. LOUIS
11 states
PHILA
25 states
PACIFIC
MOUNTAIN
CENTRAL
EASTERN
ATLANTIC
907
ALASKA
604
403
306
204
807
705
819
709
902
206
509
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MONTANA
701
N DAKOTA
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916
707
702
NEVADA
801
UTAH
303
COLORADO
308
402
NEBRASKA
712
515
507
319
815
309
219
419
216
317
513
614
217
618
812
816
913
KANSA
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606
502
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704
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901
417
316
415
209
408
805
808
HAWAII
213
714
602
ARIZONA
505
NEW MEXICO
405
806
918
501
ARKANSAS
817
214
915
318
713
504
601
205
404
803
912
809
BERMUDA, PUERTO RICO,
VIRGIN ISLANDS AND
OTHER CARIBBEAN ISLANDS
903
NORTHWEST MEXICO
MEXICO
512
904
813
305
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Q-1

APPENDIX D: PROGRAM ABSTRACTS FROM:

Middle Atlantic Regional Conference for the Social Studies

Concerned Leaders in Educational Administration and Research (CLEAR)

National Council for the Social Studies

Northeast Regional Council for the Social Studies

PROGRAM OUTLINE

PROGRAM EVALUATION FORM

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SESSIONS FRIDAY

5:00 - 6:00p.m.

ARCHAEOLOGY IN THE SECONDARY SCHOOL

Board Room A - Second Floor

The purpose of this session is to demonstrate how courses in archaeology may be utilized to develop the basic elements of good curriculum design and the strategies necessary for good teaching. The Cheltenham High School Archaeology Program will be examined as a model for such a curriculum innovation. The practical aspects of the program needs will be a part of the session, as will the first-hand experiences of this school.

Interest Level: High School

Presentor: E. M. Kramer - Cheltenham High School, Wyncote, Pennsylvania

Chairperson: Marlene Rosenbaum - Livingston College, Rutgers University, New Brunswick, New Jersey

Facilitator: Ralph Howard - Archbishop Carroll High School, Radnor, Pennsylvania

HUDSON RIVER SLOOP CLEARWATER: AN INTERDISCIPLINARY APPROACH TO ENVIRONMENTAL STUDIES

Board Room B - Second Floor

The sloop Clearwater has been involved in educational programs for most of its ten year history. Using this replica, groups from elementary through college have had onboard experiences. The lesson plans used for such studies, as well as a program overview are included in this session.

Interest Level: General

Presentors: Karen B. Leshin and Dennis O'Leary - Hudson River Sloop Clearwater Staff, New York

Chairperson: Rev. John W. Brennan, O.S.F.S., Father Judge High School, Philadelphia, Pennsylvania

Facilitator: Mark Emerson - Friends Central School, Philadelphia, Pennsylvania

CAN RESEARCH TELL US WHAT IS BASIC FOR GOOD CITIZENSHIP?

Board Room C - Second Floor

In this session the presentors will present a summary of research and theory which is important to citizenship instruction. The participants will have the opportunity to develop activities and to interact with the presentors.

Interest Level: General

Presentors: Joseph J. D'Amico, Sue L. Daly, and Judith P. Wilson - Research for Better Schools, Philadelphia, Pa.

Chairperson: Charles Lipsen - South Hunterdon High School, Lambertville, N.J.

CONDITIONS INHIBITING AND ENCOURAGING ADVANCED PLACEMENT PROGRAMS

Board Room D - Second Floor

This session will cover an introduction to the A.P.P. and its purpose, growth patterns to date, attitudes of various publics, the research results to date, and a discussion.

Interest Level: High School

Presentor: Lynald E. Silsbee - Severn School Severna Park, Maryland

Chairperson: Barbara Rizzo - Alexis DuPont High School, Greenville, Delaware

PYRAMIDS, ANCIENT ASTRONAUTS AND LIFE AFTER DEATH: ATTEMPTS TO EXPLAIN THE SUPERNATURAL

Conference Suite: Eight Floor

This session will present a multi-media lesson plan relating the study of ancient Egypt to modern theories and values. It will challenge students' skills in critical and creative thinking and offer a source for value discussions.

Interest Level: General

Presentor: Priscilla G. Howard - Wissahicken High School, Ambler, Pennsylvania

Chairperson: Joe Ellis - Trenton State College, Trenton, New Jersey

iday Afternoon, November 11

) - 5:30 Registration - Mezzanine
) - 5:30 Hospitality Suite,
Courtesy of NTS Research Corp.

iday Evening

) Dinner, Victory Room
Presiding: Dr. Larry J. Weber,
CLEAR Recording Secretary

Introduction of the Speaker
Dr. Carl T. Hereford,
Professor of Education,
Virginia Polytechnic Institute

Address: *Research and Educational Policy*

day Morning, November 12

- 11:45 Paper Presentations

- 9:35 **SESSION I**

Group 1 - *The Use of Assessment Centers in Selecting Educational Administrators: What and How Effective are They?*

Dr. William G. Cunningham,
Educational Leadership & Services
Old Dominion University, Norfolk, Va.

Dr. Jack Van Kewkirk
Portsmouth Public School System
Monitor Room

Group 2 - *The Effects of Rote Play, Classroom Setting, and Sex Differences on Reading Readiness and Imaginative Abilities*

Dr. Thomas Daniels Yawkey and
Maureen A. Kelly
Early Childhood Faculty,
Pennsylvania State University
Merrimac Room

9:40 - 10:15 **SESSION II**

Group 3 - *Policy Capturing: A Tool for Administrative Decision Making*

Dr. Isadore Newman and
Dr. Carolyn K. Benz
The University of Akron, Akron, Ohio
America Room

Group 4 - *Instructional Psychology: A Framework for Examining Minimum Competency Testing*

Dr. Terry M. Wildman
Dr. John K. Burton
Dr. Larry J. Weber
Virginia Polytechnic Institute and
State University, Blacksburg, Va.
Merrimac Room

Group 5 - *The Development and Potential Usefulness of a Measure of the Quality of Special Education Programs*

Dr. George E. Brehman, Jr., and
Dr. Robert B. Hayes
Bureau of Research & Evaluation,
Pennsylvania Dept. of Education
Harrisburg, Pa.
Monitor Room

Group 6 - *A New Design for Teacher Education: A Cooperative Effort Between A University and Public Schools*

Dr. Ambrose A. Clegg, Jr.
Kent State University, Kent, Ohio

Charles A. Loparo
Kent State University, Kent, Ohio

Esther S. Owen
Akron City Schools, Akron, Ohio
America Room

10:15 - 10:25 **BREAK**

10:30 - 11:05 **SESSION III**

Group 7 - *Panel Control Ideology and Behavior of Student Teachers*

Dr. Charles D. Youngerman and
Dr. Robert B. Brumbaugh
Kutztown State College, Kutztown, Pa.
Merrimac Room

Group 8 - *Competency Testing: Panacea, Pabulum, or Punishment*

Dr. Franklin Ross Jones and
Raymond F. Morgan
Old Dominion University, Norfolk, Va.
Monitor Room

Group 9 - *Words into Action: A Guide to Children's Citizenship Education*

Joseph J. D'Amico, Research for Better Schools, Inc., Philadelphia, Pa.
America Room

11:10 - 11:45 **SESSION IV**

Group 10 - *Evaluating the Virginia Writing Project*

Dr. Kenneth Bradford, Virginia Department of Education
Dr. Elmer H. Gish, Gish & Associates
Dr. Neil G. Pedersen, Richmond Public Schools
Monitor Room

Group 11 - *Title I Program Administration: A New Model for Student Selection*

Dr. Becky Jon Hayward and
Daniel R. Johnston
NTS Research Corp., Durham, N.C.

June D. Bland, Division of Research and Evaluation, D.C. Public Schools
America Room

12:00 - 1:30 LUNCHEON, Victory Room

1:30 - 2:30 BUSINESS MEETING, Victory Room

D-2

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NCSS Advisory Committee on Early Childhood Education and the Early Childhood/Elementary SIG present
The Young Child in the Physical Environment

Chairperson: **Huber Walsh,**
University of Missouri
Presenter: **Cynthia S. Sunal,**
West Virginia University
Facilitator: **G. Bishop,**
Eugene (OR) Montessori School

Piaget's theory can be practically utilized in social studies activities for the young child, particularly in developing physical knowledge. This physical knowledge approach centers around the child's action on objects and the construction of knowledge from within. The session will be concerned with the theory-rationale, objectives and principles of teaching for the development of physical knowledge; concrete examples of activities; and integration of knowledge activities into the social studies curriculum.

Early Childhood | Process | H Petite Suite

Building Useful Bridges for Tomorrow's Citizenship Education

Chairperson: **James Oswald,**
Research for Better Schools, Inc., Philadelphia
Presenters: **Joseph J. D'Amico** and **Judith P. Wilson,** Research for Better Schools, Inc., Philadelphia
Facilitator: **John Jambura,**
Eastern Oregon State College

Participants will be provided with knowledge about the various areas included in today's citizenship education and practical activities related to specific topic areas. A non-technical summary of current theory and research about three key influences in citizenship education, role models, institutional environments and individual development will be given.

K-12 | Knowledge | H Parlor C

Youth in Government—A YMCA Program of the Legislative Process at the State Level

Chairperson: **Nicolas G. Hanches,**
YMCA of Columbia-Willamette, Portland
Presenter: **Robert L. Smith,**
YMCA of Columbia-Willamette, Portland
Facilitator: **Kathleen Plantz,** Salem, OR

This model legislature program for high school students utilizes the committee process as well as students functioning as state legislators to consider student sponsored legislation of state issues, a laboratory for students who participate in the legislative process, subject identification, research, committee presentation and house and senate debate.

Secondary | Knowledge | H Galleria 1

Living and Learning It: In the Footsteps of the Pioneers

Chairperson: **Martin Birnbaum,**
Multnomah County Educational Service District
Presenter: **Rudy Bohm,**
Multnomah County Educational Service District
Facilitator: **Carl Oliver,** University of Tulsa

The session will consist of an audiovisual presentation of high school students retracing parts of the Oregon Trail and the emigration of 1845, followed by a panel of students responding to questions. Implications for the teaching of social studies as well as understanding human motivation and experiences that shape our present and influence our future will be discussed.

K-12 | Knowledge | H Directors' Suite

Citizens for the Future

Chairperson: **Jacquelyn Lendsey,**
Prince George's County (MD) Public Schools
Presenters: **Terri Langan,** Law-Related Education Program for the Schools of Maryland, Inc.
Facilitator: **Jacqueline G. Rogers,** Eugene, OR

Social studies in the elementary grades forms the foundation from which positive citizenship competencies grow. Listening, communicating, group dynamics, understanding the need for rules and identification of ways to resolve conflict are but a few examples of basic skills needed to survive in society. The Maryland Elementary Law-Related Citizenship Project will present material on the developmental ability and life experience of children in acquiring basic citizenship competencies.

Early Childhood and Elementary | Human | H Forum Suite

Community Resources as Educational Tools

Chairperson: **Richard A. Diem,**
The University of Texas at San Antonio
Presenters: **Steven R. Boyd, Eileen T. Lundy, Marjorie Smelstor, James E. Schnitz** and **Richard A. Diem,** The University of Texas at San Antonio
Facilitator: **Dale Kinney,**
Ralston High School, Omaha, NE

This session will develop ways in which community resources can be used most effectively by secondary social studies teachers. Participants will examine methods that are appropriate in teaching with community resources. A special segment on developing writing skills for secondary students will be included.

Secondary | Institutional | B Room 1215

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Lorraine M. Goyette, South Junior High School, Hingham, Massachusetts
David P. Greenberg, South Junior High School, Hingham, Massachusetts

Social Educators are finding themselves returning to the traditional United States History course, perhaps in response to the "Back to Basics" movement or the loss of elective opportunities to study other cultures. At the same time, our awareness of global interdependence is increasing. How can we nuture a global perspective within the confines of a traditional U.S. History course. This section will attempt to share with other social educators our effort to integrate the two by demonstrating the use of specific case studies, handouts, activities, and games.

Secondary

Section 85 10:30 a.m.-11:45 a.m., Hampton A & B

WORDS INTO ACTION: WHAT CAN RESEARCH TELL US ABOUT CITIZENSHIP EDUCATION IN THE 80's?

Presenter: Joseph J. D'Amico, Research for Better Schools, Inc., Philadelphia, Pennsylvania

Section 85 will (a) present a summary of research and theory to help practitioners understand some important issues of citizenship education; (b) offer practical suggestions to help enrich children's citizenship education; and, (c) assist participants in developing some practical strategies and activities for their individual circumstances.

General

Section 86 10:30 a.m.-11:45 a.m., Gardner A & B

LABOR IN THE SCHOOL CURRICULUM

Presenter: Irving J. Sloan, Scarsdale Public Schools, Teacher of Social Studies, Scarsdale, New York

A curriculum and/or course of study can be enhanced by a greater emphasis on labor. This presentation will offer an overview of existing elementary and secondary schools' curriculum projects involving labor. Approaches to develop a labor-education curriculum will be described. Today's student will be a member of a labor organization in the future or will deal with one. This session will suggest a response.

General

Section 87 10:30 a.m.-

THE THEORY OF MORAL R AND ITS APPLICATION IN TH

Presenters: Henry Zabierek, Director of Soci Schools, Brookline, Mass
Ronny Sidney, Brookline High S chusetts
Frinde Maher, Brookline High S chusetts
Alan Stoskoph, Brookline High chusetts
Gary Oakes, Hanover Junior Hig chusetts
Ralph Mosher, Boston University
Thomas Lickona, Boston Unive setts

Drs. Mosher and Lickona will present a theo teacher-practitioners will explain its appli Studies, Criminal Justice, World Culture, and Participants will be able to select two differen pie dilemmas and literature on theory and prac

Secondary

Section 88 10:30 a.m.

WITCH TRIALS: CRISIS

Presenter: Mary S. Furlong, The Catho Washington, D.C.

Section 88 will involve the demonstration of a *Trials: Crisis in Fear*. Participants will assume witches, wizards, community observers a historical event—the Salem Witchcraft T classroom. This simulation is a useful vehicle cepts of law and justice interact. Resource ha

Secondary

OBJECTIVES:
1. Provide brief overview of KIP
2. Present highlights of KIP's findings
3. Present highlights of research recommendations
4. Show one potential, practical use of educational research

I. 15 minutes: presentation

A. Introduction

1. What is RBS?

OBJECTIVE 1: Brief overview of KIP

2. What is KIP?

- Knowledge interpretation is an up and coming area as practitioners seek to make use of research activities.

B. What we've learned from KIP

OBJECTIVE 2: Highlights of findings

1. There is a lot of research and theory in the area of citizenship education

2. Theory and research deal with many content and process dimensions of CE from political participation to global education to law-related education, etc.

3. For the most part when dealing with influences on children's citizen education that are subject to learning variables, the literature tends to focus on the effects of three:

a. Role Models - people that children imitate

(1) Role of (e.g.,) parents, teachers, friends, television stars

(2) How role models have intentional and unintentional influence

(3) How children imitate words, behaviors, attitudes, and values of different role models at different times in life

b. Institutional Environments - the physical, social and emotional surroundings of children

(1) How children tend to alter their behavior, values, attitudes, even general personality as a consequence of belonging to various groups

(2) How accurately the institutional environment reflects real world and prepares children for it

(3) How the power structure works and how it involves a broad range of people

(4) Hidden and overt values and attitudes that characterize the institution -- that is, advocated by members

OBJECTIVE 2: Highlights of findings

c. Individual Development - the way children grow and mature

(1) Psychomotor - how physical development in influences behavior and attitudes

(2) Cognitive - how children acquire and understand complex information in order to solve problems and make decisions and how that influences behavior and attitudes

(3) Moral/Ethical - how children come to reasoned moral/ethical conclusions

(4) Social - how children understand and adapt to different situations and people

4. A great many of the authors discussing the nature and effects of these influences include some rather practical recommendations which are listed, at length. Briefly:

a. Role models should

(1) provide information accurately and clearly;

OBJECTIVE 3: Highlights of recommendations

(2) provide children with sources of information or verified and verifiable information;

(3) provide guidance for children but should not preach to them;

(4) behave in a way that lets children know that it is important to consider many points of view and many sources of information.

b. The institutional environment should

(1) allow and encourage open discussion and the opportunity for dissent;

(2) allow and encourage children to take the initiative in defining and carrying out their own learning experiences;

(3) allow and encourage children to participate in making decisions about things that affect them;

(4) closely relate to the real world in terms of the knowledge and skills being taught to children.

OBJECTIVE 3: Highlights of recommendations

c. Instruction keyed to individual development should

(1) present material which is neither too complex nor too simplistic for the children's levels of cognitive, moral, and social development;

(2) be linked to children's personal experiences -- both past and present;

(3) expand children's cognitive, social, and moral perspectives by exposing them to situations that are unique and new to them.

II. 10 minutes: organize small groups

A. Introduction

1. Four constituencies to be accounted for in the problem situations (same ones 09G0301 deals with in schools)

OBJECTIVE 4: Problem-solving capacity of research recommendations

a. Administrators

b. Parents/Community members

c. Students

d. Teachers

B. Group Participants

C. Read/Explain situations

D. Assign/Explain roles

III. 30 minutes: Small groups discuss and resolve problem situations

A. Staff facilitate by:

OBJECTIVE 4: Problem-solving capacity of research recommendations

1. Assuming a role

2. Keep participants on research recommendations track

3. Keep discussion moving toward specific resolutions

IV. 5 minutes: Report of small groups

A. Resolutions and rationale

B. No resolution and rationale

C. Fill out evaluation

Research for Better Schools, Inc.
444 North Third Street
Philadelphia, Pennsylvania 19123

EVALUATION FORM

Please return to any Research for Better Schools staff member before you leave.

Items 1 to 6. As a result of what you have heard and learned at this presentation . . .

	Circle One	
1. Do you have a clearer idea of how theory and research about citizenship education can be translated into practice at particular levels (central office, classroom, and home) of the educational process? . . . . If yes, which levels, specifically?	YES	NO
2. Do you have a better understanding of different research-based perspectives on citizenship education?	YES	NO
3. Are you more aware of the research and the research results associated with various perspectives on citizenship education ?	YES	NO
4. Are you more aware of role models, institutional environments, and individual development as influences on children's citizenship education?	YES	NO
5. Are you more aware of other issues of concern in citizenship education? . . . . . If yes, which ones?	YES	NO
6. Did the presentation permit an exchange of ideas about how to translate citizenship education theory into practice?	YES	NO

7. What other perspectives or opinions on citizenship education do you feel should have been included among the presenters or the participants? List these below.

8. How would you rate your own commitment to contribute to the improvement of citizen education? Check one.

____ a. A high priority for me

____ b. A definite commitment, but not a high priority

____ c. Would like to contribute, but insufficient time

____ d. Not a commitment for me

____ e. Unsure at this time

9. How do you describe yourself? Check as many as apply.

____ a. District administrator

____ b. School building administrator

____ c. Teacher

____ d. Parent or concerned citizen

____ e. Researcher

____ f. Other - specify _____

10. In which small group session did you participate?

____ a. Situation 1: Junior High School

____ b. Situation 2: High School

____ c. Situation 3: Elementary School

11. Answer the following questions for the session you attended. Circle your responses.

a. Was the session valuable for you?	YES	NO
b. Was it valuable for most of the members of your group?	YES	NO
c. Was the discussion during the session "on target?"	YES	NO
d. Did you participate to the extent you wanted to?	YES	NO
e. Did the session give you a chance to hear other perspectives on the issues?	YES	NO

12. Give your assessment of the following parts of the presentation. Circle one response for each item.

	Excellent	Good	Fair	Poor
a. The discussion of research and theory	E	G	F	P
b. The small group sessions	E	G	F	P

13. In the space below, write (a) any additional comments you have regarding citizenship education, or (b) your comments about how this presentation helped you or how it could have been better.

14. Fill out below if you would like more information about the Knowledge Interpretation Project for Citizenship Education or about the products of that project, Words Into Action: A Classroom Guide to Children's Citizenship Education, and Words Into Action: A Home and Community Guide to Children's Citizenship Education.

NAME _____

ADDRESS _____

_____ _____

CITY/STATE _____

APPENDIX E: WORDS INTO ACTION PROMOTIONAL BROCHURE

ANNOUNCING TWO NEW CITIZEN EDUCATION PUBLICATIONS

Words Into Action: A Classroom Guide to Children's Citizenship Education, will help teachers, administrators, and school policy-makers link research and theory to practical learning experiences. Written in plain, nontechnical language, this guide details some of the most current research and theory about three key influences on children's citizenship education:

- Role Models
- Institutional Environments
- Individual Development

In addition, *Words Into Action* includes a summary of practical recommendations for using the three influences and it offers 36 different student activities which reflect these recommendations. The activities, suitable for all grade levels, were developed by practitioners across the country for curricular, extracurricular, and community-related educational programs. References are also included in the guide.

Words Into Action: A Home and Community Guide to Children's Citizenship Education is designed for noneducators who are interested in extending children's citizenship education beyond the school. It will help parents and community leaders better understand how current research and theory can be used in home or community educational settings. Like its classroom counterpart, this *Words Into Action* guide uses plain, nontechnical language to detail significant findings about three key influences on children's citizenship education:

- Role Models
- Institutional Environments
- Individual Development

The home and community guide contains a list of practical recommendations for using these influences in nonschool settings. It also offers 27 learning activities, developed by practitioners across the country, which can be used by parents or community groups. As with the classroom guide, references are included.

ORDERING INFORMATION

Through contractual arrangements with the National Institute of Education, a limited number of *Words Into Action: A Classroom Guide to Children's Citizenship Education* and *Words Into Action: A Home and Community Guide to Children's Citizenship Education* will be available free of charge. The majority of these complimentary copies have been reserved for conference participants (see note below). The remainder are available by mail on a first-come basis from:

Knowledge Interpretation Project
for Citizenship Education
Research for Better Schools, Inc
444 North Third Street
Philadelphia, PA 19123

NOTE: To complement the publication of the two *Words Into Action* guides, Research for Better Schools, Inc., is sponsoring three one-day conferences dealing with the translation of research and theory into practice.

These conferences will bring together persons with differing points of view about children's citizenship education: experts in research and theory; representatives of regional, state, and local educational agencies; school principals; classroom teachers; community leaders; parents; and students. Conference sites and dates are as follows:

- Philadelphia, Pennsylvania -- March 1980
- St. Louis, Missouri -- April 1980
- Phoenix, Arizona -- May 1980

For further information about these conferences contact the Knowledge Interpretation Project for Citizenship Education, Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123

APPENDIX F: PHILADELPHIA CONFERENCE PARTICIPANTS' INFORMATION PACKET

Agenda

Guide

Evaluation Form

Group Leader Forms

Group Recorder Forms

The National Institute of Education
and
Research for Better Schools

Present

BLUEPRINTS FOR CITIZENS: WORDS INTO ACTION

A one-day conference for educators, parents, children, and community members who want to know more about citizenship education in school and beyond.

Tuesday, March 25, 1980
Benjamin Franklin Hotel
Ninth and Chestnut Streets
Philadelphia, Pennsylvania 19105

8:30 a.m. **Registration and Coffee** — Jefferson Room

9:00 a.m. **General Session** — Jefferson Room

Welcome and Conference Overview

JOSEPH J. D'AMICO, Director
Knowledge Interpretation Project
for Citizenship Education
Research for Better Schools

Who Prepares Children for Citizenship?

JEAN D. GRAMBS, Professor
Institute for Child Study
University of Maryland

WILLIAM HALL, Superintendent
New Brunswick, New Jersey
Public Schools

PATRICIA L. GLASS, Representative
Home and School Council Executive Board
School District of Philadelphia

11:00 a.m. **Discussion Groups** — Second Floor Meeting Rooms

Who Should Prepare Children for Citizenship?

A chance for participants to explore possibilities and share perspectives on the issues raised in the general session.

Group 1 — Valley Forge A
Group 2 — Valley Forge B
Group 3 — Poor Richard A
Group 4 — Poor Richard B
Group 5 — Jefferson A
Group 6 — Jefferson B

Noon **Luncheon** — Betsy Ross Room (Mezzanine Level)

1:30 p.m. **Discussion Groups** — (same rooms as morning session)

Can We Help Prepare Children for Citizenship?

A chance for participants to determine vital issues and recommend practical strategies.

3:00 p.m. **General Session** — Jefferson Room

How Can We Prepare Children for Citizenship?

A panel discussion and question and answer session for speakers and participants. A chance to suggest ways to put words into action.

4:30 p.m. **Reception** — Jefferson Room

The National Institute of Education
and
Research for Better Schools, Inc.

Present

BLUEPRINTS FOR CITIZENS: WORDS INTO ACTION

A one-day conference for educators, parents, children, and community members who want to know more about citizenship education in school and beyond.

Benjamin Franklin Hotel
Ninth and Chestnut Streets
Phladelphia, Pennsylvania

Tuesday, March 25, 1980

CONFERENCE GUIDE

Knowledge Interpretation Project for Citizenship Education
Research for Better Schools, Inc.
444 North Third Street
Philadelphia, Pennsylvania 19123

General Session

9:00 a.m. - 11:00 a.m.

Jefferson Room

Who Prepares Children for Citizenship?

JEAN D. GRAMBS, Professor
Institute for Child Study
University of Maryland

WILLIAM HALL, Superintendent
New Brunswick, New Jersey
Public Schools

PATRICIA L. GLASS, Representative
Home and School Council Executive Board
School District of Philadelphia

NOTES

Discussion Groups - I

11:00 a.m. - 12 noon

A chance for participants to explore possibilities and share perspectives on the issues raised in the general session.

Who Should Prepare Children for Citizenship?

- Assist your Group Leader and Recorder by speaking clearly to the issues, and by encouraging everyone in your group to share his/her ideas.

Citizenship education is education to help children develop a sense of personal responsibility.

NOTES

Luncheon

Noon

Betsy Ross Room

OPEN SEATING

Menu

Fresh Vegetable Soup

Disjointed Half Spring Chicken Hunter Style
Potatoes Au Gratin
String Beans and Limas Panache
Assorted Rolls

Rainbow Parfait

Coffee Tea Milk Sanka

Discussion Groups - II

1:30 - 3:00 p.m.

A chance for participants to determine vital issues and recommend practical strategies.

Can We Help Prepare Children for Citizenship?

- Assist your Group Leader and Recorder by providing a strategy for each issue you identify.

NOTES

	Issue	Strategy
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

General Session
3:00 p.m. - 4:30 p.m.

Jefferson Room

How Can We Prepare Children for Citizenship?

Reports from the Discussion Groups. A chance to suggest ways to put words into action.

NOTES

A Panel Discussion and Question and Answer Session for speakers and participants.

QUESTIONS

Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pennsylvania 19103

BLUEPRINTS FOR CITIZENS: WORDS INTO ACTION

Conference Evaluation Form

Please turn in this form to RBS staff before you leave today's conference

ITEMS 1 to 6: As a result of today's conference . . .

1. I am more aware of the many influences on children as they become adult citizens . . . . . YES NO

2. I am more knowledgeable about some of the pertinent issues of research, theory, and practice that relate to these influences on children's citizenship . . . . . YES NO

3. I am better informed about the state-of-the-art in citizenship education . . . . . YES NO

4. I feel better able to critically analyze these issues and relate them to my experience . . . . . YES NO

5. I feel better able to develop and evaluate a broader range of practical resolutions to those issues that are of particular concern and importance to my community . . . . . YES NO

6. I am more aware of issues in citizenship education that are of concern to others . . . . . YES NO

7. How would you rate your own commitment to contribute to the improvement of children's citizenship education. Check one.

_____a. A high priority for me

_____b. A definite commitment, but not a high priority

_____c. Would like to contribute, but insufficient time

_____d. Not a commitment for me

_____e. Unsure at this time

[over]

8. How do you describe yourself? Check as many as apply.

_____a. School administrator

_____b. Parent

_____c. Teacher

_____d. Concerned citizen/community representative

_____e. Student

_____f. Researcher

_____g. Other - specify _____

9. In which Discussion Group did you participate?

_____1. _____3. _____5.

_____2. _____4. _____6.

10. Answer the following questions for the Discussion Group you attended. Circle your response.

a. Was the session valuable for you?	YES	NO
b. Was it valuable for most of the members of your group?	YES	NO
c. Was the discussion during the session "on target"?	YES	NO
d. Did you participate to the extent you wanted to?	YES	NO
e. Did the session give you a chance to hear other perspectives on the issues?	YES	NO

11. Give your assessment of the following parts of the conference. Circle one response for each item.

E = Excellent, G = Good, F = Fair, P = Poor

a. The morning General Session and guest speakers	E	G	F	P
b. Discussion Group I Session (morning)	E	G	F	P
c. Discussion Group II Session (afternoon)	E	G	F	P
d. The afternoon General Session and Panel	E	G	F	P

12. In the space below, write (a) any additional comments you have regarding citizenship education, or (b) your comments about how this conference helped you or how it could have been improved.

_____

_____

_____

_____

BLUEPRINTS FOR CITIZENS:
WORDS INTO ACTION

Discussion Group I Group _____

Time: 11:00 A.M.-12 Noon Location: _____

SESSION PURPOSE

Participants will share their ideas and points of view about who should prepare children for citizenship.

OUTCOME

A list of ideas and opinions about the topic.

YOUR ROLE

To guide the group so that everyone gets a chance to contribute to the list.

...getting started...

- o Have a member of the group serve as Recorder.
- o Give Recorder sheets to the Recorder.
- o Have group members introduce themselves.
- o Review the purpose of this session with the group.
- o Guide the discussion.

...focus the discussion...

- o Given that Role Models and Institutional Environments and Individual Development are important, who should be the citizenship role model within each context?
- o Are any Environments more important than others for preparing children for citizenship?
- o Who can do this preparation within the framework of individual development?

...get everyone involved...

- o Remembering what the speakers said, what do you think?
- o Are there other categories or dimensions we should consider?

...keep things clear...

- o Are you speaking as a parent or as a professional?
- o Is this your opinion or based on your experience?

...finishing up...

- o Finish discussion promptly at 12 Noon!
- o Remind group to meet here after Lunch.
- o Review the Recorder's notes to identify issues that could serve as possible lead-ins for Discussion Group II.

BLUEPRINTS FOR CITIZENS:
WORDS INTO ACTION

Discussion Group II Group _____

Time: 1:30-3 P.M. Location: _____

SESSION PURPOSE

Participants will determine vital issues and recommend practical strategies for how we can help prepare children for citizenship.

OUTCOME

A prioritized list of 3-5 issues and strategies.

YOUR ROLE

To guide the group so that the list reflects full and critical examination of the issues and strategies raised by group members.

...getting started...

- o Make sure Recorder is ready to proceed.
- o Review the purpose of this session with the group.
- o Guide the discussion.

...focus the discussion...

- o Issues may fall into categories for easier consideration by the group, e.g.:

Community issues	Parental issues
Legal issues	Religious issues
Curriculum issues	Etc.
Administrative issues	

- o Strategies should be realistic, feasible, and related to the issues as much as possible.

...get everyone involved...

- o Has anyone tried this strategy and failed? Why?
- o Has anyone tried this strategy successfully?
- o Does anyone know of a different strategy for this issue?
- o The same strategy applied to a different issue?

...set priorities...

- o Assign a number to each issue and strategy set...ask group members to rank order...compute group's priority list.

...finishing up...

- o Finish group promptly at 2:45 P.M.
- o Determine who will report to the General Session (Leader, Recorder, Other?).

BLUEPRINTS FOR CITIZENS:
WORDS INTO ACTION

Discussion Group I Group _____

Time: 11:00 A.M.-12 Noon Leader: _____

Location: _____ Recorder: _____

SESSION PURPOSE

Participants will share their ideas and points of view about who should prepare children for citizenship.

OUTCOME

A list of ideas and opinions about the topic.

YOUR ROLE

To write down the statements made by the discussion group.

- Use the board/large tablet provided.
- Write exactly what a person says.
- Copy all statements from the board/tablet on this sheet (use additional sheets if necessary).

- Review the list with the Leader to identify issues that could serve as possible lead-ins for Discussion Group II.
- PLEASE TURN IN THIS SHEET TO RBS STAFF BEFORE YOU LEAVE TODAY'S CONFERENCE.

BLUEPRINTS FOR CITIZENS:
WORDS INTO ACTION

Discussion Group II Group _____

Time: 1:30-3:00 P.M. Leader: _____

Location: _____ Recorder: _____

SESSION PURPOSE

Participants will determine vital issues and recommend practical strategies for how we can help prepare children for citizenship.

OUTCOME

A prioritized list of 3-5 issues and strategies.

YOUR ROLE

To write down the issues and strategies suggested by the discussion group.

- o Use the board/large tablet provided.
- o Number each statement.
- o Assist group members to make complete statement.
- o Assist Leader in summarizing the prioritizing task.
- o After group has determined the priority issue-strategy sets, record them on this sheet.

	Issue	Strategy
1.		
2.		
3.		
4.		
5.		

- o Determine who will report to the General Session (Leader, Recorder, Other?).
- o PLEASE TURN IN THIS SHEET TO RBS STAFF BEFORE YOU LEAVE TODAY'S CONFERENCE.

APPENDIX G: CONFERENCE REGISTRATION PROCESSING SYSTEM

PROCEDURE FOR PROCESSING REGISTRATIONS FOR C.E. CONFERENCES

IN:

Date Stamp

Correct/clarify any information on the registration form

Discard the envelope

Code the person(s):

Teacher, Parent, Student, Administrator, Other

Type person's name on the group list; include affiliation/title

Type label for conference nametag

OUT:

Send postcard to person

MONEY:

Write check # on the person's registration form

Xerox a copy of the check and keep in separate file

Forward to Accounting with a cover memo listing names, sums, and total amount

Mark person as PAID on the master list

CODE THE BACK OF THE REGISTRATION FORM WHEN THIS IS DONE

APPENDIX H: SAMPLE PROMOTIONAL ANNOUNCEMENTS FROM:

PENNSYLVANIA EDUCATION (the newsletter of the Pennsylvania Department of Education)

and

NETWORK (the newsletter of the National Committee for Citizens in Education)

BEST COPY AVAILABLE

New materials on citizenship education

Two new guidebooks on citizenship education designed to put research and theory into practice have just been published by Research for Better Schools. Not only can you get a free copy of the guides, but you're invited to a free one-day conference to learn more about them.

The guidebooks are: *Words Into Action: A Classroom Guide to Children's Citizenship Education* with writings on the most current research as well as 36 different learning activities for children of all grade levels; and *Words Into Action: A Home and Community Guide to Children's Citizenship Education* which is intended for parents and community leaders and which also has specific learning activities. Both cover the three key influences on children's citizenship education: role models, institutional environments and individual development.

The conference to which you're invited is one of three being held nationwide by RBS and it's scheduled for March 25 at the Ben Franklin Hotel in Philadelphia. Participants will include educators, students, parents, community people, researchers and others concerned about citizenship education.

For more information about the *Words Into Action* guides or the conference, contact the Knowledge Interpretation Project for Citizenship Education, RBS, 444 North Third Street, Philadelphia, Pa. 19123 or call Joseph D'Amico at (215) 574-9300. RBS says that only a limited number of the guides are available free of charge through the mail but that you'll be sure to get one if you come to the conference.

BEST COPY AVAILABLE

Conferences on Citizenship

If you would like to know more about citizenship education and live in the Philadelphia, St. Louis or Phoenix areas, you will want to mark your calendar for one of three conferences being held by Research for Better Schools. "Blueprints for Citizens: Words into Action" is the title of the one-day conferences planned for Philadelphia on March 25; St. Louis on April 23 and Phoenix on May 8. The conferences are for educators, parents, children and community members who want to know more about citizenship education in school and beyond. The registration fee is $12.50 including lunch and materials. Two "Words Into Action" guides will be used by participants and are available to others on a first-come basis. One is a classroom guide for educators, the other a home and community guide designed for noneducators who are interested in extending children's citizenship education beyond the school. A limited number of the "Words Into Action" guides are available free of charge.

To register for one of the conferences or inquire about "Words Into Action" guides write Knowledge Interpretation Project for Citizenship Education, Research for Better Schools, Inc., 444 North Third St., Philadelphia, PA 19123.

APPENDIX I: PHILADELPHIA CONFERENCE SUMMARY OF EVALUATION FORMS

ST. LOUIS CONFERENCE PARTICIPANTS' INFORMATION PACKET

Agenda

Guide

Evaluation Form

Group Leader Forms

Group Recorder Forms

DATA SUMMARY OF CONFERENCE

EVALUATION FORMS

Blueprints for Citizens: Words Into Action

Philadelphia, PA

March 25, 1980

Knowledge Interpretation Project
for Citizenship Education
Research for Better Schools, Inc.
444 North Third Street
Philadelphia, Pennsylvania 19123

April, 1980

TOTAL EVALUATIONS RETURNED: 47

QUESTION #1

I am more aware of the many influences on children as they become adult citizens

YES - 26 NO - 18

Two (2) indicated between Yes and No
One (1) wrote "to a degree"

QUESTION #2

I am more knowledgeable about some of the pertinent issues of research, theory, and practice that relate to these influences on children's citizenship

YES - 29 NO - 18

One (1) "No" wrote a "?" next to the response?

QUESTION #3

I am better informed about the state-of-the-art in citizenship education

YES - 30 NO - 15

Two (2) indicated between yes and no

QUESTION #4

I feel better able to critically analyze these issues and relate them to my experience

YES - 31 NO - 14

One (1) indicated between Yes and No
One (1) did not answer, but put a "?" next to question
One (1) "Yes" put " " around these issues

QUESTION #5

I feel better able to develop and evaluate a broader range of practical resolutions to those issues that are of particular concern and importance to my community

YES - 25 NO - 16

Three (3) did not respond
Two (2) wrote "?" next to the question (and one of these underlined "practical" and noted "not enough emphasis on this")
One (1) wrote "to a degree"

QUESTION #6

I am more aware of issues in citizenship education that are of concern to others

YES - 45 NO - 12

One (1) circled the "Yes" three times
One (1) put two checks over the "Yes"

QUESTION #7

How would you rate your own commitment to contribute to the improvement of children's citizenship education?

39	a.	A high priority for me
5	b.	A definite commitment, but not a high priority
2	c.	Would like to contribute, but insufficient time
0	d.	Not a commitment for me
1	e.	Unsure at this time

One (1) wrote "definitely" next to "high priority" item

QUESTION #8

How do you describe yourself? *Check as many as apply

15	a.	School administrator
15	b.	Parent
19	c.	Teacher
11	d.	Concerned citizen/community representative
6	e.	Student
5	f.	Researcher
8	g.	Other - specify

- youth oriented government agency representative
- counselor
- involved in statewide assessment in citizenship
- former social worker
- citizenship education project director
- state department of education person responsible for programs in the area of social studies and the Maryland Social Studies Project

Two (2) checked other, but did not specify
Five (5) did not respond
One (1) wrote "?" next to "concerned citizen/community representative" and "researcher"

QUESTION #9

In which Discussion Group did you participate?

1. 7	4. 9
2. 6	5. 8
3. 6	6. 6

No response - 5

QUESTION #10

Answer the following questions for the Discussion Group you attended. Circle your response

a.	Was the session valu ble for you?	YES - 36	NO - 5	NR - 5
b.	Was it valuable for most of the members of your group?	YES - 24	NO - 4	NR - 18
c.	Was the discussion during the session "on target?"	YES - 24	NO - 9	NR - 8
d.	Did you participate to the extent you wanted to?	YES - 35	NO - 6	NR - 5
e.	Did the session give you a chance to hear other perspectives on the issues?	YES - 40	NO - 1	NR - 6

Ten (10) indicated confusion over what response was expected for item b (e.g., "?"; "I can't say")
Ten (10) answered item c in such a way as to suggest that the response options were too absolute (e.g., "sometimes"; "not quite"; "yes and no")

QUESTION #11

Give your assessment of the following parts of the conference. Circle one response for each item.

E = EXCELLENT, G = GOOD, F = FAIR, P = POOR

a.	The morning General Session and guest speakers	E	G	F	P
b.	Discussion Group I Session (morning)	E	G	F	P
c.	Discussion Group II Session (afternoon)	E	G	F	P
d.	The afternoon General Session and Panel	E	G	F	P

Morning General Session E - 15, G - 23, F - 7, P - 0, NR - 6
Three (3) answered this item in such a way as to suggest that the response options were too absolute (e.g., different speakers receiving different ratings; marks made between options)

QUESTION #11 (continued)

Morning Discussion Groups: E - 6, G - 25, F - 8, P - 1, NR - 7
Afternoon Discussion Groups: E - 8, G - 18, F - 13, P - 2, NR - 6
Afternoon General Session: E - 6, G - 16, F - 2, P - 0, NR - 23

QUESTION #12

In the space below, write (a) any additional comments you have regarding citizenship education, or (b) your comments about how this conference helped you or how it could have been improved

"More input from the main speakers. Discussion time too long -- used as a forum by some to release their own problems or situations. Lunch was delicious! Thank you!"

"I am sorry I was delayed and would appreciate the first speaker's part sent to me. I enjoyed meeting the people involved and am sorry that time did not permit more interactions with them."

"Would like to spend more time discussing more practical areas (things that can actually be used) rather than theory. In other words an exchange of ideas."

"I enjoyed the day -- it truly gave me some new perspectives -- thank you."

"I wish citizenship education would become school-wide. I do not believe it should be covered in addition to the regular curriculum. It must be part of the curriculum."

"Sending out a final report will be very helpful!"

"The composition of our group was a little problem -- sometimes I think homogeneity is better (all secondary, all elementary in this case) for practical examples. Also it was hard for the facilitator to keep us on the target, to stop the talkers (me included) and get others in. In all, a good conference."

"Need to focus more directly on specific issues. Suggest different groups focus on different ones, i.e., influences, curriculum, school environment, community, etc."

"Discussion time was too long. Lunch was delicious!"

"Issues need to be clarified. More students should have been involved. More historic perspective should have been presented."

QUESTION #12 (continued)

"We're all coming from different directions -- perhaps it would have been better to try to arrive at what "good citizenship" means. In my group, for too many, it means saluting the flag and a kind of knee-jerk 'patriotism' which to me is a dangerous and destructive view. To me, a good citizen cares enough to be willing to rock the boat and to correct, not accept, what's negative in our society."

"Well-organized and excellent format for note taking and general processing. Get material out prior to conference, give complete mailing list, zips, titles, street and phone for further communication."

"The group leaders should have had a little more direction and guidance."

"You chose a very able moderator in Mrs. Hughes. This should be a 2 or general day conference because in our group we brought up issues that could have been discussed much longer."

"More outside agents' (community, etc.) participation and attendance since the school environment is influenced -- majorly -- by the community."

"Would like to have heard what other programs are doing in this area."

"Some follow up conference perhaps?"

"I felt we kept going off the track. An assigned leader knowledgeable in this area might have helped. I felt that the topic was not covered very well."

"I was unsure of our purpose in discussion groups. We needed more structure and guidance. Our opinions were of interest, but I felt that we were muddling along together rather than resolving any problems of citizenship education."

"Planning was well done! However, values were so in conflict with mine that discussion group was uncomfortable. Also, the leader of the group was good but one gentleman drew and scribbled loudly all day. (This was not the fault of RBS). As I listen to the report of Group I this is more what I thought it would be all about."

"Issues raised but not enough time to discuss -- further work needed. Citizenship education needed very much in our country at this time."

"More test evaluation of program success, resource materials information needed."

QUESTION #12 (continued)

"I am glad that you included a book of citizenship education ideas."

"Good to know that my concerns are shared by others, working together, we may reach some solutions."

"Will there be any follow up? Does your group do any in-service?"

The National Institute of Education
and
Research for Better Schools

Present

BLUEPRINTS FOR CITIZENS: WORDS INTO ACTION

A one-day conference for educators, parents, children, and community members who want to know more about citizenship education in school and beyond.

Wednesday, April 23, 1980
Chase Park Plaza Hotel
212 North Kingshighway Boulevard
St. Louis, Missouri 63108

8:30 a.m. **Registration and Coffee** — Starlight Room

9:00 a.m. **General Session** — Starlight Room

Welcome and Conference Overview

JOSEPH J. D'AMICO, Director
Knowledge Interpretation Project
for Citizenship Education
Research for Better Schools

Who Prepares Children for Citizenship?

GENEVA GAY, Associate Professor
Department of Education
Purdue University

MICHAEL RADZ
Assistant Superintendent
Stanford, Illinois, Public Schools

HARRIET DOSS WILLIS, Director
School and Community Services
CEMREL, Inc.

11:00 a.m. **Discussion Groups I** — Third Floor Meeting Rooms

Who Should Prepare Children for Citizenship?

A chance for participants to explore possibilities and share perspectives on the issues raised in the general session.

Group 1 — Colonial I
Group 2 — Colonial II
Group 3 — Palladian
Group 4 — Embassy
Group 5 — Park
Group 6 — Coach

Noon **Luncheon** — Zodiac Room (Roof Level)

1:30 p.m. **General Session** — Zodiac Room (following lunch)

How Can We Prepare Children for Citizenship?

A question and answer session for speakers and participants. A chance to exchange ideas and points of view and discuss issues brought up in discussion group I session.

3:00 p.m. **Discussion Groups II** — (same rooms as morning session)

Can We Help Prepare Children for Citizenship?

A chance for participants to determine vital issues and recommend practical strategies.

4:30 p.m. **Reception** — Zodiac Room

The National Institute of Education
and
Research for Better Schools, Inc.

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BLUEPRINTS FOR CITIZENS: WORDS INTO ACTION

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Chase Park Plaza Hotel
212 North Kingshighway Boulevard
St. Louis, Missouri

Wednesday, April 23, 1980

CONFERENCE GUIDE

Knowledge Interpretation Project for Citizenship Education
Research for Better Schools, Inc.
444 North Third Street
Philadelphia, Pennsylvania 19123

General Session

9:00 a.m. - 11:00 a.m.

Starlight Room

Who Prepares Children for Citizenship?

GENEVA GAY, Associate Professor
Department of Education
Purdue University

MICHAEL RADZ
Assistant Superintendent
Stanford, Illinois, Public Schools

HARRIET DOSS WILLIS, Director
School and Community Services
CEMREL, Inc.

NOTES

Discussion Groups - I

11:00 a.m. - 12 noon

A chance for participants to explore possibilities and share perspectives on the issues raised in the general session.

Who Should Prepare Children for Citizenship?

Assist your Group Leader and Recorder by:

- tersely describing your personal blueprint for the ideal citizen
- clearly outlining home, school, and community influences which, in your opinion, are most significant in preventing the realization of that ideal
- encouraging everyone in your group to share and explain his/her blueprints and opinions

> Citizenship education is education to help children develop a sense of personal responsibility.

My blueprint for the ideal citizen is:

The most significant influences preventing the realization of that ideal are:

Luncheon

Noon

Zodiac Room

OPEN SEATING

Menu

Chase Salad

Sliced Breast of Turkey on Broccoli; Cheddar Cheese Sauce
Potatoes Rissole
Buttered Mixed Vegetables
Assorted Rolls

Rainbow Parfait

Coffee Tea Milk Sanka

General Session
1:30 p.m. - 3:00 p.m.

Zodiac Room

How Can We Prepare Children for Citizenship?

Reports from the Discussion Groups.
A chance to exchange ideas and points of view.

NOTES

A Panel Discussion and Question and Answer Session.
A chance for speakers to react to each other and to the participants.
A chance for participants to react to each other and to the speakers.

QUESTIONS

Discussion Groups — II

3:00 - 4:30 p.m.

A chance for participants to determine vital issues and recommend practical strategies.

Can We Help Prepare Children for Citizenship?

Assist Your Group Leader and Recorder by:

- proposing concrete strategies for overcoming the negative influences that you outlined in your morning session
- helping others in your group formulate concrete strategies for overcoming the negative influences they outlined
- encouraging everyone in your group to share and explain his/her strategies

NOTES

	Negative Influence	Strategy
1.		
2		
3.		
4.		
5.		

BLUEPRINTS FOR CITIZENS: WORDS INTO ACTION

Conference Evaluation Form

Please turn in this form to RBS staff before you leave today's conference

How do you describe yourself? Check as many as apply

___School administrator
___Parent
___Teacher
___Concerned citizen/community representative
___Student
___Researcher
___Other - specify

ITEMS 1 to 6: As a result of today's conference . . .

1. I am better informed about the nature and scope of citizenship education . . . . . YES NO

2. I am more aware of the many influences on children as they become adult citizens . . . . . YES NO

3. I am more aware of my own personal ideal of good citizenship . . . . . YES NO

   a. my rationale for that ideal . . . . . YES NO
   b. and why I believe that ideal is not being reached . . . . . YES NO

4. I am more aware of others' ideals of good citizenship . . . . . YES NO

   a. their rationales for those ideals . . . . . YES NO
   b. and why they believe their ideals are not being reached . . . . . YES NO

5. There are other influences which I feel should have been discussed (please list these additional influences) . . . . . YES NO

6. I am more knowledgeable about issues in citizenship education that are of particular concern and importance to others in schools . . . . . YES NO

   a. in communities . . . . . YES NO

7. I have a better sense of how the issues and strategies discussed during today's conference relate to my local situation . . . . . YES NO

8. I am better informed about a broader range of practical strategies for enhancing children's citizenship education . . . . . YES NO

9. I feel better able to develop and evaluate a broader range of practical strategies for enhancing children's citizenship education in my school . . . . . YES NO

   a. in my community . . . . . YES NO

10. I feel the most important issue to be resolved in regard to citizenship education for children is:

_____

11. I feel that the biggest obstacle to effective citizenship education for children is:

_____

12. In which Discussion Group did you participate?

___1. ___2. ___3. ___4. ___5. ___6.

13. Answer the following questions for the Discussion Group you attended Circle your response

a.	Was the session valuable for you?	YES	NO
b.	Was the discussion during the session "on target?"	YES	NO
c.	Did you participate to the extent you wanted to?	YES	NO
d.	Did the session give you enough of a chance to hear other perspectives?	YES	NO

14. Give your assessment of the following parts of the conference. Circle one response for each item.

E = Excellent, G = Good, F = Fair, P = Poor

a.	The morning General Session and guest speakers	E	G	F	P
b.	Discussion Group I Session (morning)	E	G	F	P
c.	The afternoon General Session and Panel	E	G	F	P
d.	Discussion Group II Session (afternoon)	E	G	F	P

15. In the space below, write (a) any additional comments you have regarding citizenship education, or (b) your comments about how this conference helped you or how it could have been improved

BLUEPRINTS FOR CITIZENS: WORDS INTO ACTION

LEADER--Discussion Group I
11:00 A.M.-12 Noon

Location: _____

SESSION PURPOSE

Participants will share their concept of the ideal citizen,
their rationale for this ideal,
and their opinion of what prevents the realization of the ideal.

OUTCOME

A list of traits for the ideal citizen;
a list of obstacles to the realization of these traits.

YOUR ROLE

To guide the group so that everyone gets a chance
to contribute to both lists and to offer a rationale for their points of view.

...getting started...

- o Have a member of the group serve as Recorder.
- o Give Recorder sheets to the Recorder.
- o Have group members introduce themselves.
- o Review the purpose of this session with the group (see above).
- o Present your own blueprint for the ideal citizen, your rationale, and your list of obstacles.

...focus the discussion...

- o Do not deal with resolutions; only personal viewpoints and perceived issues.
- o Given that we all have a blueprint for the ideal citizen, what is yours and why do you feel it is important?
- o Are any influences more important than others for helping children realize your ideal of good citizenship?
- o Who or what is preventing the realization of that ideal and how is it being prevented?

...get everyone involved...

- o Encourage reference to what the speakers said and encourage interchange among group members.
- o Press for additional categories or dimensions that should be considered.

...finishing up...

- o Determine who will report to general session.
- o Finish discussion promptly at 12 Noon!
- o Review the Recorder's notes to identify issues that could serve as possible lead-ins for Discussion Group II.

BLUEPRINTS FOR CITIZENS: WORDS INTO ACTION

LEADER--Discussion Group II Location: _____
3:00-4:30 P.M.

SESSION PURPOSE

Participants will determine concrete, practical strategies for how we can overcome negative influences and help prepare children for citizenship.

OUTCOME

A prioritized list of negative influences and practical strategies for dealing with them.

YOUR ROLE

To guide the group so that all strategies are practical and the group's list reflects everyone's opinions and preferences. Strive for inclusion, not consensus.

...getting started...

- Make sure Recorder is ready to proceed.
- Review the purpose of this session with the group (see above).
- Present one of your negative influences and your strategy for dealing with it.

...focus the discussion...

- Press group members to resolve the issues rather than just outline them.
- Strategies should be realistic, feasible, and related to the issues as much as possible.

...get everyone involved...

- Has anyone tried this strategy and failed? Why?
- Has anyone tried this strategy successfully?
- Can anyone offer a different strategy for this issue?
- Can the same strategy be applied to a different issue?
- Can a limited set of strategies be applied to a broad range of issues?

...set priorities...

- Have the Recorder list the negative influences and strategies which have been proposed by the group members
- Assign a number to each negative influence and strategy set appearing in the group's list...ask group members to rank them...compute group's priority list.

...finishing up...

- Try to finish as close to 4:30 as possible but do not prolong the session unnecessarily.
- Encourage members to attend reception (wine and cheese) where a more informal discussion of issues can be carried on with people from other groups (Zodiac Room).

BLUEPRINTS FOR CITIZENS: WORDS INTO ACTION

RECORDER--Discussion Group I
11:00 A.M.-12 Noon

Location: _____

SESSION PURPOSE

Participants will share their concept of the ideal citizen,
their rationale for this ideal,
and their opinion of what prevents the realization of the ideal.

OUTCOME

A list of traits for the ideal citizen;
a list of obstacles to the realization of these traits.

YOUR ROLE

To take notes that can be used during afternoon session.

- Focus on the commonalities apparent in group members' descriptions of ideal citizens, in their rationales, and in their opinions regarding obstacles.
- Use the board/large tablet provided to keep a record of these commonalities.
- Copy your notes from the board/tablet onto this sheet so it can be used for reference later in the general session and in the next discussion session.

- Review the list with the Leader to identify issues that could serve as possible lead-ins for Discussion Group II.
- PLEASE TURN IN THIS SHEET TO RBS STAFF BEFORE YOU LEAVE TODAY'S CONFERENCE.

BLUEPRINTS FOR CITIZENS: WORDS INTO ACTION

RECORDER--Discussion Group II Location: _____
3:00-4:30 P.M.

SESSION PURPOSE

Participants will determine concrete, practical strategies for how we can overcome negative influences and help prepare children for citizenship.

OUTCOME

A prioritized list of negative influences and practical strategies for dealing with them.

YOUR ROLE

To write down the issues and strategies suggested by the discussion group.

- Use the board/large tablet provided.
- Number each statement.
- Assist group members to make complete statement.
- Assist Leader in summarizing the prioritizing task.
- After group has determined the priority issue-strategy sets, record them on this sheet.

	Negative Influence	Strategy
1.		
2.		
3.		
4.		
5.		

- PLEASE TURN IN THIS SHEET TO RBS STAFF BEFORE YOU LEAVE TODAY'S CONFERENCE.

APPENDIX J: SAMPLE LETTERS

WHICH INDICATE SPECIFIC OBJECTIVES FOR

WORDS INTO ACTION GUIDES' USE

Wallenpaupack Area Middle School
Star Route 2, Box 18
Hawley, Pa. 18428
(717) 226-2183

Thomas Peifer
Principal

H. James Melody
Asst. Principal

FEB 25 RECD

February 21, 1980

Knowledge Interpretation for Citizenship Education
RBS, 444 North Third Street
Philadelphia, Pennsylvania 19123

ATTENTION: Mr. Joseph D'Amico

Dear Mr. D'Amico,

We would like to secure the two new guidebooks on citizenship education recently published by Research for Better Schools for use in our school. These guidebooks would be used in our Student Council Program. There are fifty (50) students involved in this program here in the Middle School and hopefully we would like to provide one copy of each of the guidebooks for each student.

Unfortunately, we will not be able to send a representative to the conference scheduled for March 25th due to prior commitments on that date. We would, however, be grateful for the instructional materials you are offering.

Thank you for your cooperation in assisting us to enrich the curriculum of our school program and enlighten our community and its leaders so that they might also guide our young people.

Sincerely,

Esther Marino

Esther F. Marino
A.V. Department

Student Council
GUIDEBOOKS: Words Into Action: A Classroom Guide to Children's Citizenship Education
Words Into Action: A Home and Community Guide to Children's Citizenship Education

J-1

BEST COPY AVAILABLE

Research for Better Schools, Inc.
444 North Third Street, Philadelphia, Pennsylvania 19123 • (215) 574-9300

June 25, 1980

Ms. Elsie Leonard
Project LIFE Director
Maryland State Department of
Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Ms. Leonard:

Enclosed please find 25 copies of each of our Words Into Action guides. I spoke with Jane Roberts yesterday and she told me that you saw these guides as being useful for some activities associated with Maryland's Project Basic. These guides are complimentary; but I would appreciate it if you would send me a list of the people who will be receiving them, their positions and/or roles, and -- if possible -- the way you expect them to use the guides. This information will benefit our current dissemination efforts and also help us plan more effectively for future ones. Thank you for your cooperation and your interest in our Words Into Action guides.

Sincerely,

Joseph J. D'Amico, Director
Knowledge Interpretation Project
for Citizenship Education
Development Division

JJD:sg
Enclosures

BEST COPY AVAILABLE

EDUCATION SERVICE CENTER, REGION 20 1550 N.E. LOOP 410 - SAN ANTONIO TEXAS 78209 TELEPHONE (512) 828-3551

5-20-80

Attention Knowledge Interpretation Project Members:

We would appreciate a copy of your booklet, "Words Into Action: A Classroom Guide to Children's Citizenship Education" for our Global Education Conference to be held on June 22-25. Approximately 150 educators from the U.S. will attend to preview materials and our Professional Development Center.

Thanking you in advance for your time and consideration. We will promote your booklet and work.

Respectfully,

Virginia Wong

Consultant

BEST COPY AVAILABLE

ARIZONA STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF ELEMENTARY EDUCATION
TEMPE, ARIZONA 85281

May 28th, 1980

Knowledge Interpretation Project
for Citizenship Education
Research for Better Schools, Inc.
444 North Third Street
Philadelphia, Pennsylvania 19123

Gentlemen:

I very much appreciated the opportunit, of attending the conference you held in Phoenix May 8th, 1980.

Would it be possible for you to send me 30 copies each of Words into Action: A Classroom Guide to Children: Citizenship-Education and Words into Action: A Home and Community Guide to-Children's Citizenship Education?

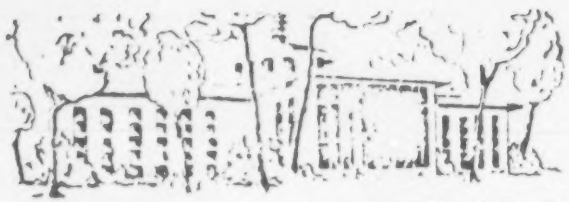
It is my intention to make them a part of our Social Studies-Laboratory collection and use them as classroom sets when I teach the graduate and undergraduate course: Social Studies in the - Elementary School.

Thank you very much for considering this request.

Yours truly,

William F. Podlich
Professor of Education
Arizona State University

WFP:reg



BEST COPY AVAILABLE

EDGEWOOD COLLEGE

June 2,1980

Knowledge Interpretation Project for Citizen Education

Research for Better Schools, Inc.

444 North Third Street

Philadelphia, PA 19123

Dear Sirs:

Please send me a free copy of:

Worls into Action: A Classroom Guide to Children's Citizenship Education

for use in our Global Education Workshop for Teachers, July 7-25.

Thank you.

Sincerely yours,

Sister Mary Ann Schintz
Director, Global Education Project

855 WOODROW STREET MADISON, WISCONSIN 53711 TELEPHONE (608) 257-4861

Reading and Special Education, Tallahassee, Florida 32306
College of Education

BEST COPY AVAILABLE

July 8, 1980

Research for Better Schools, Inc.
444 North Third Street
Philadelphia, PA 19123

Dear People:

I am interested in obtaining a copy of Words in the Action: A Classroom Guide to Children's Citizenship Education and A Home and Community Guide to Children's Citizenship Education for use in my social studies education courses.

Could you please tell me where they are being distributed and at what cost, if any?

Thank you very much.

Sincerely,

Kathryn Scott

Kathryn Scott, Ph.D.
Assistant Professor

APPENDIX K: SUMMARY OF EVALUATION FORMS,

ST. LOUIS CONFERENCE

DATA SUMMARY OF CONFERENCE

EVALUATION FORMS

Blueprints for Citizens: Words Into Action

St. Louis, MO

April 23, 1980

Knowledge Interpretation Project for
Citizenship Education
Research for Better Schools, Inc.
444 North Third Street
Philadelphia, Pennsylvania 19123

April, 1980

TOTAL EVALUATIONS RETURNED: 14

How do you describe yourself? Check as many as apply.

3 School administrator
4 Parent
5 Teacher
8 Concerned citizen/community representative
2 Student
3 Researcher
4 Other - specify

- Consultant
- State Specialist
- State Department
- Social Studies Specialist K-16 Statewide

QUESTION #1

I am better informed about the nature and scope of citizenship education

YES - 9 NO - 5

QUESTION #2

I am more aware of the many influences on children as they become adult citizens

YES - 7 NO - 6

One (1) indicated between YES and NO

QUESTION #3

I am more aware of my own personal ideal of good citizenship . . .

YES - 10 NO - 3

No Response - 1

QUESTION #3A

. . . my rationale for that ideal . . .

YES - 9 NO - 4

No Response - 1

QUESTION #3B

. . . and why I believe that ideal is not being reached

YES - 9 NO - 4

No Response - 1

QUESTION #4

I am more aware of others' ideals of good citizenship . . .

YES - 14 NO - 0

QUESTION #4A

. . . their rationales for those ideals . . .

YES - 11 NO - 1

No Response - 1; One (1) indicated between YES and NO

QUESTION #4B

. . . and why they believe their ideals are not being reached

YES - 11 NO - 1

No Response - 1; One (1) indicated between YES and NO

QUESTION #5

There are other influences which I feel should have been discussed (please list these additional influences)*

YES - 5 NO - 3

No Response - 6

QUESTION #6

I am more knowledgeable about issues in citizenship education that are of particular concern and importance to others in schools . . .

YES - 11 NO - 1

No Response - 2; One (1) indicated between YES and NO

QUESTION #6A

. . . in communities

YES - 6 NO - 4

No Response - 3; One (1) indicated between YES and NO

---

*See additional influences on page B-14.

QUESTION #7

I have a better sense of how the issues and strategies discussed during today's conference relate to my local situation

YES - 4 NO - 7

No Response - 2; One (1) indicated between YES and NO

QUESTION #8

I am better informed about a broader range of practical strategies for enhancing children's citizenship education

YES - 7 NO - 6

No Response - 1

QUESTION #9

I feel better able to develop and evaluate a broader range of practical strategies for enhancing children's citizenship education in my school. . .

YES - 5 NO - 7

No Response - 2

QUESTION #9A

. . . in my community

YES - 5 NO - 7

No Response - 2

QUESTION #10

I feel the most important issue to be resolved in regard to citizenship education for children is:

"Societal change and self-worth"
"To create a classroom atmosphere and curriculum design in which students will be motivated to make decisions integral to their course work-decisions that will directly affect them"
"Clarify what it is -- process is as important as product"
"The absence of resources for doing it and the awareness of how to integrate it into the curriculum"
"Encouraging active participant; decision-making process using critical thinking and analytical skills"

QUESTION #10 (continued)

"Actualize the aim of citizenship education"
"How to integrate into basic education"
"Relating school to community"
"How to be more effective"
"Institutional models for citizenship and democracy"
"Defining the word, concept, whatever"

No Response - 3

QUESTION #11

I feel that the biggest obstacle to effective citizenship education for children is:

"Pluralistic society"
"Mass media models and other role models"
"Apathy"
"Teachers lack time and leadership to tackle the issue of citizenship education"
"Lack of collaboration of external forces"
"Getting kids out of the classroom and involved in the community"
"Lack of interest by parents and educators"
"Lack of proper food, shelter, clothing"
"Rap sessions without writing down essence"
"That teachers, by and large, have not been trained to use a democratic-based approach with kids"
"Change in attitude towards the 'definition' of citizen education"
"The natural tendency of people to resist change"

No Response - 2

QUESTION #12

In which Discussion Group did you participate?

3. 3; 4. 3; 5. 3; 6. 5

QUESTION #13

Answer the following questions for the Discussion Group you attended. Circle your response

a. Was the session valuable for you? YES - 10 NO - 0 NR - 2

Two (2) indicated between YES and No

QUESTION # 13 (continued)

b. Was the discussion during the session "on target?" YES - 10 NO - 1 NR - 1

Two (2) indicated between YES and NO

c. Did you participate to the extent you wanted to? YES - 10 NO - 4

d. Did the session give you enough of a chance to hear other perspectives? YES - 14 NO - 0

QUESTION #14

Give your assessment of the following parts of the conference. Circle one response for each item

E = Excellent, G = Good, F = Fair, P = Poor

a. The morning General Session and guest speakers

E - 5; G - 5; F - 3; P - 1

b. Discussion Group I Session (morning)

E - 4; G - 6; F - 4; P - 0

c. The afternoon General Session and Panel

E - 1; G - 3; F - 4; P - 1; NR - 4

One (1) indicated between F and P

d. Discussion Group II Session (afternoon)

E - 2; G - 3; F - 1; P - 1; NR - 7

QUESTION #15

In the space below, write (a) any additional comments you have regarding citizenship education, or (b) your comments about how this conference helped you or how it could have been improved

"I am very happy to see this type of conference pull together people that school-related 'meeting groups' never address. It has been enjoyable in that the personal interactions were great."

QUESTION #15 (continued)

"I was so pleased to know that the concept was broadly discussed and kept 'open' as much as possible"

"The session after lunch demonstrated the problem of differences and the ambiguity of perceived differences -- we focused on differences and never got to areas of agreement -- should identify areas of agreement first!"

"Some more structure and leadership in both afternoon sessions would have helped."

"The conference has been very beneficial to my program -- Consumer Education and Citizenship. Would like additional information, because of previous commitment could not stay for afternoon session."

"We should not have discussed the ideal citizen without more inputs. One hour's time to fill in a blank sheet of paper is more productive than an hour examining a paper developed by others, e.g., the CCSSO 1976 paper."

"Encouraging reading of citizenship publications before the conference; concentration on agreement — not disagreement; to summarize as a group notions of the ideal citizen and also to sum up concrete ideas."

"I felt the goals of the conference were never really reached because of the problems of defining the ideal citizen."

No Response - 6

QUESTION #5 (additional inflences)

"In second session start with others thoughtful conceptualization of citizenship rather than blank sheets, e.g., SSEC & Chief States School Officers statement"

"Michael Radz most verbalized by feelings"

"Role of parents, role of economic system indirectly role of media"

"In large groups' setting -- less time spent on developing a specific definition of the 'ideal' citizen. More time on strategies and outcomes as we'd like to see resulting"

"More emphasis on role of the family"

"Parents -- community organizations"

APPENDIX L: PHOENIX CONFERENCE PARTICIPANTS' INFORMATION PACKET

Agenda

Guide

Evaluation Form

Group Leader Forms

Group Recorder Forms

Summary of Evaluation Forms, Phoenix Conference

and

Research for Better Schools, Inc.

Present

BLUEPRINTS FOR CITIZENS: WORDS INTO ACTION

A one-day conference for educators, parents, children, and community members who want to know more about citizenship education in school and beyond.

Thursday, May 8, 1980
Del Webb's Towne House
100 West Clarendon Avenue
Phoenix, Arizona 85013

8:30 a.m. **Registration and Coffee**

9:00 a.m. **General Session**

Who Prepares Children for Citizenship?

CAROLYN WARNER
Superintendent of Public Instruction
State of Arizona

CARLOS E. CORTÉS, Chairman
Chicano Studies
University of California

DANIEL SAFRAN, Director
Center for the Study of
Parent Involvement

11:00 a.m. **Discussion Groups**

Who Should Prepare Children for Citizenship?

A chance for participants to explore possibilities and share perspectives on the issues raised in the general session.

Noon **Luncheon**

1:30 p.m. **Discussion Groups**

Can We Help Prepare Children for Citizenship?

A chance for participants to determine vital issues and recommend practical strategies.

3:00 p.m. **General Session**

How Can We Prepare Children for Citizenship?

A panel discussion and question and answer session for speakers and participants. A chance to suggest ways to put words into action.

4:30 p.m. **Reception**

NOTE: There is a $15.00 conference fee, payable in advance, for lunch and refreshments. Make checks payable to:

Research for Better Schools, Inc.
444 North Third Street
Philadelphia, PA 19123

Space is limited; therefore it is requested that conference registration be received no later than April 28, 1980.

Clip Here

REGISTRATION for **Blueprints for Citizens: Words Into Action**

Phoenix Conference—May 8, 1980

Name: _____ Affiliation (if applicable): _____

Address: _____ Telephone: _____

_____ Position/Community Role _____

Number of Registrations _____ @ $15.00 each. Total enclosed _____

Names of registrants (other than above) _____

Make checks payable to Research for Better Schools, Inc.

Mail with registration form to: Knowledge Interpretation Project for Citizenship Education
Research for Better Schools, Inc.
444 North Third Street
Philadelphia, Pennsylvania 19123 L-1

The National Institute of Education
and
Research for Better Schools, Inc.

Present

BLUEPRINTS FOR CITIZENS: WORDS INTO ACTION

A one-day conference for educators, parents, children, and community members who want to know more about citizenship education in school and beyond.

Del Webb's Towne House
100 West Clarendon Avenue
Phoenix, Arizona

Thursday, May 8, 1980

CONFERENCE GUIDE

Knowledge Interpretation Project for Citizenship Education
Research for Better Schools, Inc.
444 North Third Street
Philadelphia, Pennsylvania 19123

General Session

9:00 a.m. - 11:00 a.m.

Cortez Room

Who Prepares Children for Citizenship?

CAROLYN WARNER
Superintendent of Public Instruction
State of Arizona

CARLOS E. CORTÉS
Professor of History
University of California

DANIEL SAFRAN, Director
Center for the Study of
Parent Involvement

NOTES

Discussion Groups - I

11:00 a.m. - 12 noon

A chance for participants to explore possibilities and share perspectives on the issues raised in the general session.

Who Should Prepare Children for Citizenship?

Assist your Group Leader and Recorder by:

- tersely describing your personal blueprint for the ideal citizen
- clearly outlining home, school, and community influences which, in your opinion, are most significant in preventing the realization of that ideal
- encouraging everyone in your group to share and explain his/her blueprints and opinions

> Citizenship education is education to help children develop a sense of personal responsibility.

My blueprint for the ideal citizen is:

The most significant influences preventing the realization of that ideal are:

Luncheon

Noon

Cortez Room

OPEN SEATING

Menu

Tossed Mixed Green Salad

Breast of Chicken Coq Au Vin
Rice Pilaf
Buttered Garden Green Vegetable
Fresh Baked Luncheon Rolls

Light Mint Parfait

Assorted Beverages

General Session
1:30 p.m. - 3:00 p.m.

Cortez Room

How Can We Prepare Children for Citizenship?

Reports from the Discussion Groups.
A chance to exchange ideas and points of view.

NOTES

A Panel Discussion and Question and Answer Session.
A chance for speakers to react to each other and to the participants.
A chance for participants to react to each other and to the speakers.

QUESTIONS

Discussion Groups — II

3:00 - 4:30 p.m.

A chance for participants to determine vital issues and recommend practical strategies.

Can We Help Prepare Children for Citizenship?

Assist Your Group Leader and Recorder by:

- proposing concrete strategies for overcoming the negative influences that you outlined in your morning session
- helping others in your group formulate concrete strategies for overcoming the negative influences they outlined
- encouraging everyone in your group to share and explain his/her strategies

NOTES

Negative Influence	Strategy
1.	
2.	
3.	
4.	
5.	

BLUEPRINTS FOR CITIZENS: WORDS INTO ACTION

Conference Evaluation Form

Please turn in this form to RBS staff before you leave today's conference

How do you describe yourself? Check as many as apply

___School administrator
___Parent
___Teacher
___Concerned citizen/community representative
___Student
___Researcher
___Other - specify

ITEMS 1 to 6: As a result of today's conference . . .

1. I am better informed about the nature and scope of citizenship education . . . . . YES NO
2. I am more aware of the many influences on children as they become adult citizens . . . . . YES NO
3. I am more aware of my own personal ideal of good citizenship . . . . . YES NO
   a. my rationale for that ideal . . . . . YES NO
   b. and why I believe that ideal is not being reached . . . . . YES NO
4. I am more aware of others' ideals of good citizenship . . . . . YES NO
   a. their rationales for those ideals . . . . . YES NO
   b. and why they believe their ideals are not being reached . . . . . YES NO
5. There are other influences which I feel should have been discussed (please list these additional influences) . . . . . YES NO

6. I am more knowledgeable about issues in citizenship education that are of particular concern and importance to others in schools . . . . . YES NO
   a. in communities . . . . . YES NO

7. I have a better sense of how the issues and strategies discussed during today's conference relate to my local situation . . . . . YES NO

8. I am better informed about a broader range of practical strategies for enhancing children's citizenship education . . . . . YES NO

9. I feel better able to develop and evaluate a broader range of practical strategies for enhancing children's citizenship education in my school . . . . . YES NO

   a. in my community . . . . . YES NO

10. I feel the most important issue to be resolved in regard to citizenship education for children is:

_____

11. I feel that the biggest obstacle to effective citizenship education for children is:

_____

12. In which Discussion Group did you participate?

___1. ___2. ___3. ___4. ___5. ___6.

13. Answer the following questions for the Discussion Group you attended Circle your response

a.	Was the session valuable for you?	YES	NO
b.	Was the discussion during the session "on target?"	YES	NO
c.	Did you participate to the extent you wanted to?	YES	NO
d.	Did the session give you enough of a chance to hear other perspectives?	YES	NO

14. Give your assessment of the following parts of the conference. Circle one response for each item.

E = Excellent, G = Good, F = Fair, P = Poor

a.	The morning General Session and guest speakers	E	G	F	P
b.	Discussion Group I Session (morning)	E	G	F	P
c.	The afternoon General Session and Panel	E	G	F	P
d.	Discussion Group II Session (afternoon)	E	G	F	P

15. In the space below, write (a) any additional comments you have regarding citizenship education, or (b) your comments about how this conference helped you or how it could have been improved

BLUEPRINTS FOR CITIZENS: WORDS INTO ACTION

LEADER--Discussion Group I
11:00 A.M.-12 Noon

Location: _____

SESSION PURPOSE

Participants will share their concept of the ideal citizen,
their rationale for this ideal,
and their opinion of what prevents the realization of the ideal.

OUTCOME

A list of traits for the ideal citizen;
a list of obstacles to the realization of these traits.

YOUR ROLE

To guide the group so that everyone gets a chance
to contribute to both lists and to offer a rationale for their points of view.

...getting started...

- o Have a member of the group serve as Recorder.
- o Give Recorder sheets to the Recorder.
- o Have group members introduce themselves.
- o Review the purpose of this session with the group (see above).
- o Present your own blueprint for the ideal citizen, your rationale, and your list of obstacles.

...focus the discussion...

- o Do not deal with resolutions; only personal viewpoints and perceived issues.
- o Given that we all have a blueprint for the ideal citizen, what is yours and why do you feel it is important?
- o Are any influences more important than others for helping children realize your ideal of good citizenship?
- o Who or what is preventing the realization of that ideal and how is it being prevented?

...get everyone involved...

- o Encourage reference to what the speakers said and encourage interchange among group members.
- o Press for additional categories or dimensions that should be considered.

...finishing up...

- o Determine who will report to general session.
- o Finish discussion promptly at 12 Noon!
- o Review the Recorder's notes to identify issues that could serve as possible lead-ins for Discussion Group II.

BLUEPRINTS FOR CITIZENS: WORDS INTO ACTION

LEADER--Discussion Group II Location: _____
3:00-4:30 P.M.

SESSION PURPOSE

Participants will determine concrete, practical strategies for how we can overcome negative influences and help prepare children for citizenship.

OUTCOME

A prioritized list of negative influences and practical strategies for dealing with them.

YOUR ROLE

To guide the group so that all strategies are practical and the group's list reflects everyone's opinions and preferences. Strive for inclusion, not consensus.

...getting started...

- o Make sure Recorder is ready to proceed.
- o Review the purpose of this session with the group (see above).
- o Present one of your negative influences and your strategy for dealing with it.

...focus the discussion...

- o Press group members to resolve the issues rather than just outline them.
- o Strategies should be realistic, feasible, and related to the issues as much as possible.

...get everyone involved...

- o Has anyone tried this strategy and failed? Why?
- o Has anyone tried this strategy successfully?
- o Can anyone offer a different strategy for this issue?
- o Can the same strategy be applied to a different issue?
- o Can a limited set of strategies be applied to a broad range of issues?

...set priorities...

- o Have the Recorder list the negative influences and strategies which have been proposed by the group members
- o Assign a number to each negative influence and strategy set appearing in the group's list...ask group members to rank them...compute group's priority list.

...finishing up...

- o Try to finish as close to 4:30 as possible but do not prolong the session unnecessarily.
- o Encourage members to attend reception (wine and cheese) where a more informal discussion of issues can be carried on with people from other groups (Zodiac Room).

BLUEPRINTS FOR CITIZENS: WORDS INTO ACTION

RECORDER--Discussion Group I Location: _____
11:00 A.M.-12 Noon

SESSION PURPOSE

Participants will share their concept of the ideal citizen,
their rationale for this ideal,
and their opinion of what prevents the realization of the ideal.

OUTCOME

A list of traits for the ideal citizen;
a list of obstacles to the realization of these traits.

YOUR ROLE

To take notes that can be used during afternoon session.

- Focus on the commonalities apparent in group members' descriptions of ideal citizens, in their rationales, and in their opinions regarding obstacles.
- Use the board/large tablet provided to keep a record of these commonalities.
- Copy your notes from the board/tablet onto this sheet so it can be used for reference later in the general session and in the next discussion session.

- Review the list with the Leader to identify issues that could serve as possible lead-ins for Discussion Group II.
- PLEASE TURN IN THIS SHEET TO RBS STAFF BEFORE YOU LEAVE TODAY'S CONFERENCE.

BLUEPRINTS FOR CITIZENS: WORDS INTO ACTION

RECORDER--Discussion Group II Location: _____
3:00-4:30 P.M.

SESSION PURPOSE

Participants will determine concrete, practical strategies for how we can overcome negative influences and help prepare children for citizenship.

OUTCOME

A prioritized list of negative influences and practical strategies for dealing with them.

YOUR ROLE

To write down the issues and strategies suggested by the discussion group.

- Use the board/large tablet provided.
- Number each statement.
- Assist group members to make complete statement.
- Assist Leader in summarizing the prioritizing task.
- After group has determined the priority issue-strategy sets, record them on this sheet.

	Negative Influence	Strategy
1.		
2.		
3.		
4.		
5.		

- PLEASE TURN IN THIS SHEET TO RBS STAFF BEFORE YOU LEAVE TODAY'S CONFERENCE.

DATA SUMMARY OF CONFERENCE EVALUATION FORMS

Blueprints for Citizens: Words Into Action

Phoenix, Arizona

May 8, 1980

Knowledge Interpretation Project for Citizenship Education
Research for Better Schools, Inc.
444 North Third Street
Philadelphia, Pennsylvania 19123

May, 1980

TOTAL EVALUATIONS RETURNED: 13

How do you describe yourself? Check as many as apply.

5 School administrator
5 Parent
5 Teacher
5 Concerned citizen/community representative
2 Student
2 Researcher
4 Other - specify:

- Assistant professor
- No specification
- State department
- State administrator

One (1) responded "really all of these"
One (1) responded "but really an assistant professor"
One (1) responded "school board member"

QUESTION #1

I am better informed about the nature and scope of citizenship education

YES - 9 NO - 3

One (1) indicated between YES and NO

QUESTION #2

I am more aware of the many influences on children as they become adult citizens

YES - 10 NO - 3

QUESTION #3

I am more aware of my own personal ideal of good citizenship . . .

YES - 11 NO - 1

One (1) indicated between YES and NO

QUESTION #3A

. . . my rationale for that ideal . . .

YES - 11 NO - 1

No Response - 1

QUESTION #3B

. . . and why I believe that ideal is not being reached

YES - 10 NO - 3

QUESTION #4

I am more aware of others' ideals of good citizenship . . .

YES - 12 NO - 1

One (1) remarked, "but not enough".

QUESTION #4A

. . . their rationales for those ideals . . .

YES - 11 NO - 0

No Response - 1; One (1) indicated between YES and NO;
One (1) remarked, "but not enough".

QUESTION #4B

. . . and why they believe their ideals are not being reached

YES - 9 NO - 3

No Response - 1; One (1) remarked, "but not enough".

QUESTION #5

There are other influences which I feel should have been discussed (please list these additional influences)

YES - 6 NO - 4

No Response - 2; One indicated between YES and NO

QUESTION #5A

Specific, additional influences mentioned:

- As a group what can we do?
- Military
- Industry
- The multicultural concept must be discussed more in depth
- I think these influences are constantly changing and are unending
- Good growth experience

QUESTION #6

I am more knowledgeable about issues in citizenship education that are of particular concern and importance to others in schools . . .

YES - 10 NO - 2

No Response - 1

QUESTION #6A

. . . in communities

YES - 9 NO - 3

No Response - 1

QUESTION #7

I have a better sense of how the issues and strategies discussed during today's conference relate to my local situation

YES - 6 NO - 5

No Response - 2

QUESTION #8

I am better informed about a broader range of practical strategies for enhancing children's citizenship education

YES - 6 NO - 6

No Response - 1

QUESTION #9

I feel better able to develop and evaluate a broader range of practical strategies for enhancing children's citizenship education in my school . . .

YES - 6 NO - 5

No Response - 1; One (1) indicated between YES and NO

QUESTION #9A

. . . in my community

YES - 5 NO - 5

No Response - 3

QUESTION #10

I feel the most important issue to be resolved in regard to citizenship education for children is:

"Establishing a partnership among community and school"
"Developing community support"
"That we need to help them develop it some notion of this"
"An action plan for making a difference - to greater, more effective citizen education"
"It must be flexible"
"How we can reach educators to instill in them the desire to consistently teach good citizenship"
"Self choice - trust"
"How the schools' portion of citizenship education inter-relates with other community influences"
"The difficulty"

No Response - 4

QUESTION #11

I feel that the biggest obstacle to effective citizenship education for children is:

"Lack of community concern and support"
"Our own willingness to risk"
"Inconsistency and Incompetancy of educators and parents"
"Those involved in the process"
"The diversity of groups and lack of community problem-solving opportunities"
"Differences in values which were not acknowledged as there!"
"The same forces (whatever they are) which are fostering alienation"
"Our own behavior and example"
"Lack of communication and understanding"

No Response - 4

QUESTION #12

In which Discussion Group did you participate?

1. 1; 2. 3; 3. 4; 4. 4; No Response - 1

QUESTION #13

Answer the following questions for the Discussion Group you attended. Circle your response

a. Was the session valuable for you?

YES - 12 NO - 0
NR - 1

b. Was the discussion during the session "on target?"

YES - 10 NO - 1
NR - 1

One (1) indicated between YES and NO

c. Did you participate to the extent you wanted to?

YES - 10 NO - 2
NR - 1

d. Did the session give you enough of a chance to hear other perspectives?

YES - 12 NO - 0
NR - 1

QUESTION #14

Give your assessment of the following parts of the conference. Circle one response for each item

E = EXCELLENT, G = GOOD, F = FAIR, P = POOR

a. The morning General Session and guest speakers

E - 9; G - 3; F - 0; P - 0; NR - 1

b. Discussion Group I Session (morning)

E - 4; G - 7; F - 0; P - 0; NR - 2

c. The afternoon General Session and Panel

E - 3; G - 8; F - 0; P - 0; NR - 2

QUESTION #14 (continued)

d. Discussion Group II Session (afternoon)

E - 4; G - 8; F - 0; P - 0; NR - 1

QUESTION #15

In the space below, write (a) any additional comments you have regarding citizenship education, or (b) your comments about how this conference helped you or how it could have been improved.

"I had to leave early -- would like to have contributed more (from parents viewpoint). Would like to have heard more about parents' role in school and citizenship education"

"I would have liked for the minority representatives to have been better distributed among the discussion groups"

"A very fundamental concept for very essential ways of behaving for the common good"
"Would have liked some descriptions of methods being used 'successfully' to implement citizenship education across the country"
"It was a broadening time of my scope for citizenship education"
"Wider range of participation in the workshop"

No Response - 7

APPENDIX M: SAMPLE LETTERS EXPRESSING INTEREST IN PUBLISHING INFORMATION ABOUT THE WORDS INTO ACTION GUIDES

Global Perspectives In Education, Inc.

218 East 18th Street
New York, N.Y. 10003
212/475-0850

Clark Kerr
Chairman,
Board of Directors

Robert Wallace Gilmore
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John H. Niemeyer

Stephen Rhinesmith

John Richardson

Franklin W. Wallin

Larry E. Condon
President

July 10, 1980

Knowledge Interpretation Project for Citizenship Education
Research for Better Schools, Inc.
444 North 3rd Street
Philadelphia, PA 19123

Dear Sir/Madame:

Thank you for sending us review copies of both the classroom and community guides of Words Into Action. Our newsletter is not published during the summer but we will keep your publications in mind for a review in the fall.

I have enclosed sample copies of our Information Exchange Network Clearinghouse Memos, which are mailed to nearly 400 key global perspectives education leaders throughout the country. Memo no. 15 is scheduled for early September; I will include Words Into Action under the Resource Section.

Thanks once again.

Sincerely,

Martha J. Cruhn
Assistant Project Director

MJC/gh
enc.

A nonpartisan educational effort, building upon American democratic traditions, to prepare our youth for the challenges of national citizenship in a global age.

INDIANA UNIVERSITY

SOCIAL STUDIES DEVELOPMENT CENTER
513 North Park Avenue
Bloomington, Indiana 47405
(812) 337-3838

June 10, 1980

Knowledge Interpretation Project for
Citizenship Education
Research for Better Schools, Inc.
444 North Third Street
Philadelphia, Pennsylvania 19123

Dear Sir/Madam:

Enclosed, in draft form, is an annotated description of your publication/organization which I plan to use in "A Guide to Sources in Citizenship Education" for the October, 1980 edition of Educational Leadership. Please make corrections or additions and return them to me in the enclosed self-addressed-stamped envelope no later than June 23.

Sincerely,

Lynn A. Fontana
Research Assistant

LAF:er

Enc.

NEIGHBORHOOD IDEAS

A Bulletin for Information Exchange

Published by
Civic Action Institute
Washington, D.C.

In cooperation with
National Conference on
Neighborhood Councils

1010 16th Street, N.W.
Washington, D.C. 20036

June 23, 1980

Just a card for ltr.

Mr. Joseph J. D'Amico, Director
Knowledge Interpretation Project for
Citizen Education
Research for Better Schools, Inc.
444 North Third Street
Philadelphia, Pennsylvania 19123

Dear Mr. D'Amico:

We would very much like to review your guides, Words Into Action, in our national newsletter, NEIGHBORHOOD IDEAS.

We would like to receive a review copy of these manuals and any additional information you care to contribute.

Thank you for your consideration of this request.

Cordially,

Linda M. Collins
Managing Editor

LMC/nse

Mid-Atlantic Center for
Community Education
University of Virginia School of Education
Charlottesville, Virginia 22903 (804) 924-3625 or 3898

June 18, 1980

Joseph D'Amico
Knowledge Interpretation Project
for Citizen Education
Research for Better Schools, Inc.
444 North Third Street
Philadelphia, PA 19123

Dear Mr. D'Amico:

Thank you for the announcement of the two Citizen Education publications. We are including information in our next VCEA Newsletter.

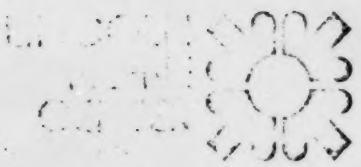
I would like to obtain copies for our reference library of both Words Into Action: Classroom Guide and . . . Home and Community Guide.

Sincerely,

Larry E. Decker
Director

/va

(215) 574-9300



Research for Better Schools, Inc.
Suite 1700/1700 Market Street
Philadelphia, PA 19103

June 2, 1980

To Whom it may concern:

We would like to request a free copy of your two booklets on children's citizenship education when they are published in the Fall. We would like to consider them for possible use in a book review for CITIZEN PARTICIPATION newsmagazine (current distribution - 30,000).

Thank you for your attention to this matter.

Please send a copy to:

Dr. Stuart Langton, Editor
Citizen Participation
Lincoln Filene Center
Tufts University
Medford, MA 02155

Sincerely,

Jean Padberg